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ABSTRACT

Articles are included on such issues as the following: heritage languages; the psychology of language; the Voice of America broadcasts; dual language programs; linguistic autobiography in the language classroom; pronunciation; electronic education; dialects; world languages; bilingual education; language travel; language structure; conceptual metaphor for language learners; language teacher training; medical language; study abroad; misleading test scores in California; English-as-a-Second-Language (ESL) grammar teaching; student participation in classroom decision making; world languages; second language reading; dual languages; computerized testing of ESL students at a community college; world English; faculty development to help new teachers work with culturally and linguistically diverse students; succeeding in multicultural classrooms; workplace languages; language acquisition; young ESL learners; Spanish destinations; adapting ESL teaching in light of corpus knowledge; and Spanish immersion programs. (SM)

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Language Magazine
The Journal of Communication & Education
2003

Daniel Ward, Editor

Language Magazine v2-3 Jan-Dec 2003

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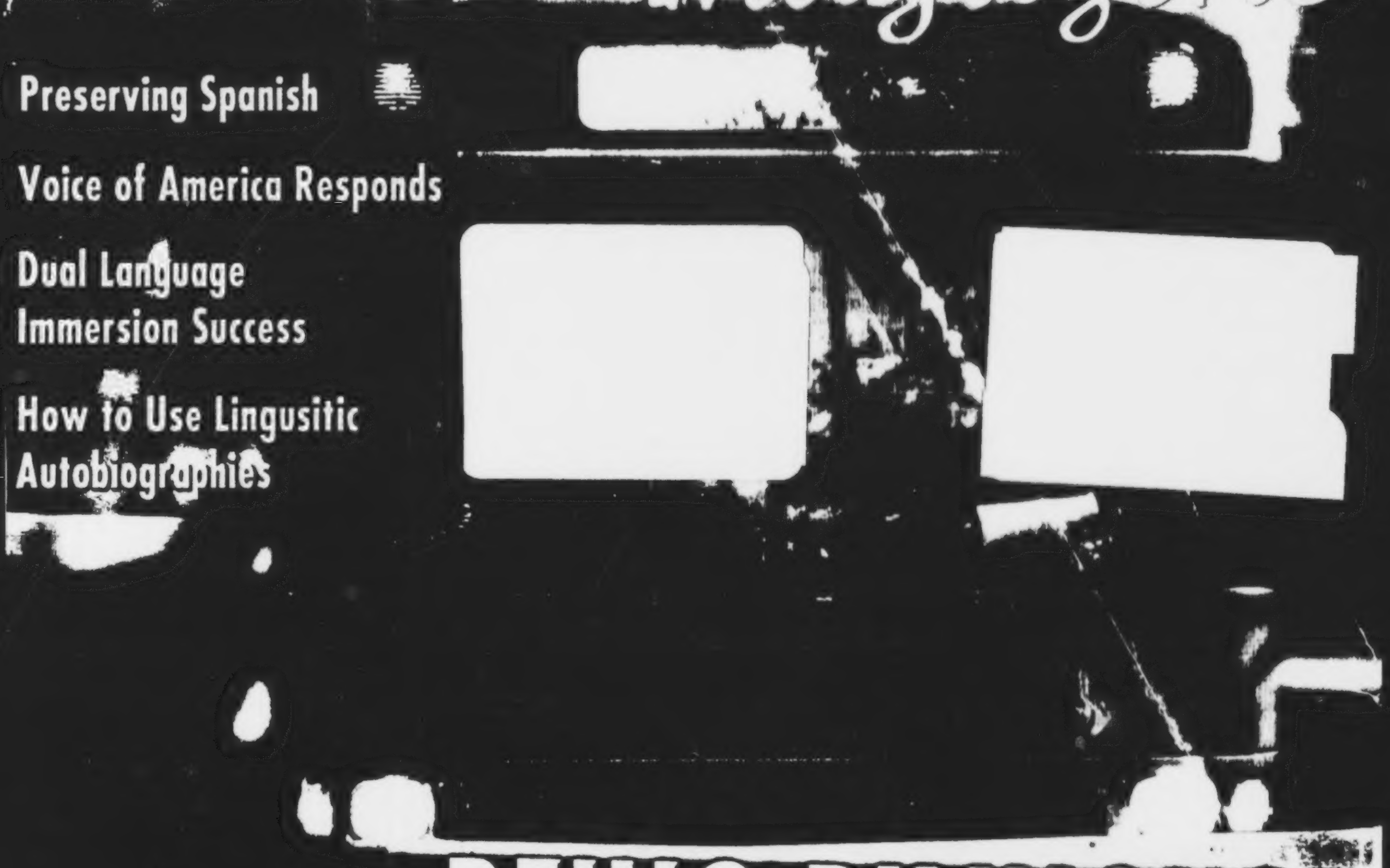
Language magazine

January 2003



Preserving Spanish

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What do children think?

ori Langer de Ramírez investigates attitudes to language learning

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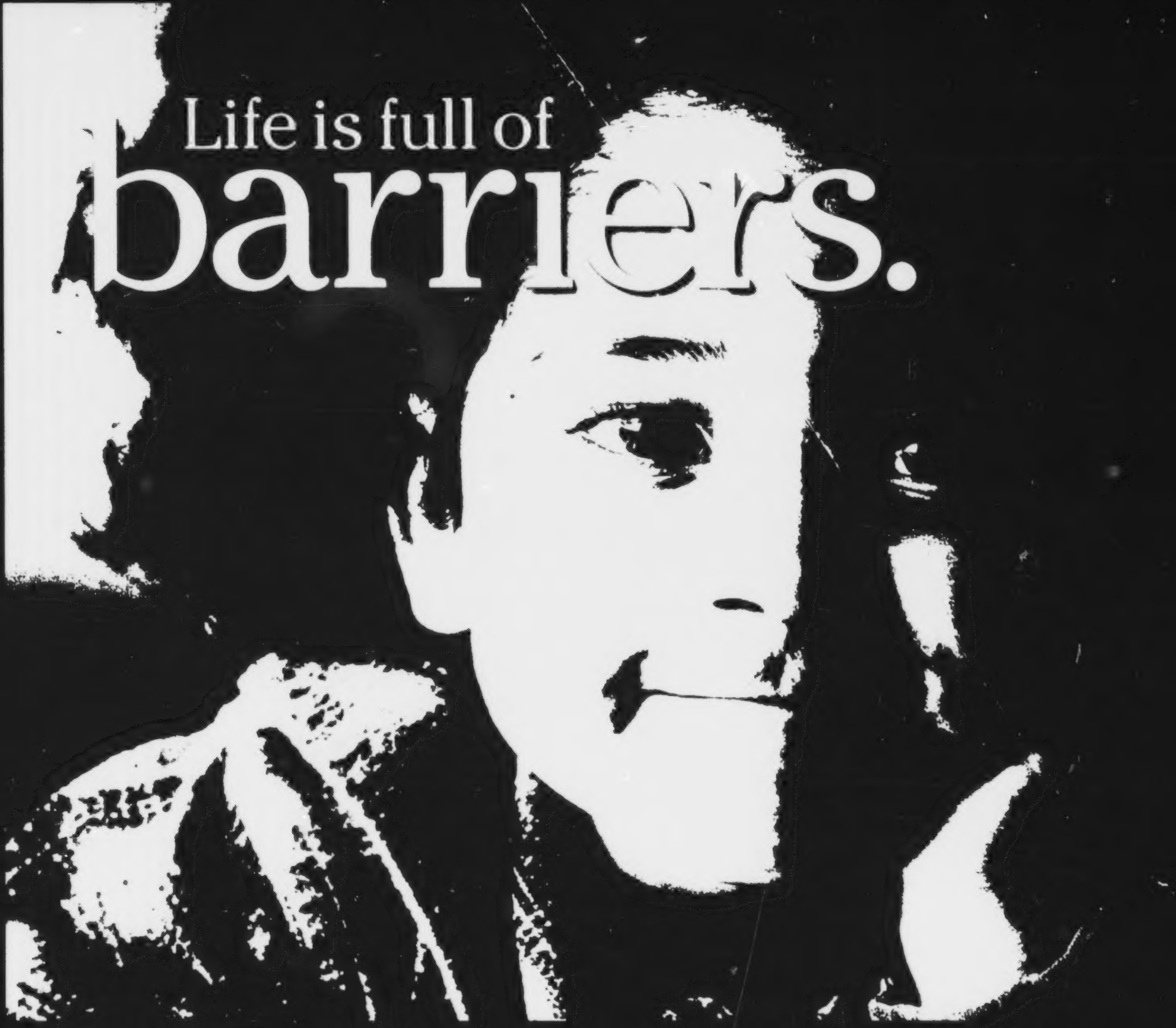

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January 2003 Volume 2, No. 5 (ALR Volume 6, No. 12)

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HERITAGE LANGUAGES: Spanish may have firmly established itself on the U.S. linguistic landscape, but as **Daniel Villa** argues, its future as a living language is far from assured.
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SCIENCE: Alicia Breen delves into the psychology of language.
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SPECIAL REPORT: For over 60 years, the Voice of America has been transmitting the "view from here" to the rest of the world. **Steven Donahue** finds out why these broadcasts are now more important than ever.
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DUAL LANGUAGE PROGRAMS: Paul M. Kienlen believes that dual language immersion programs can bridge the gap between bilingual and monolingual students.
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CLASSROOM: Michael Erard thinks that the linguistic autobiography can be a valuable tool in the language classroom.
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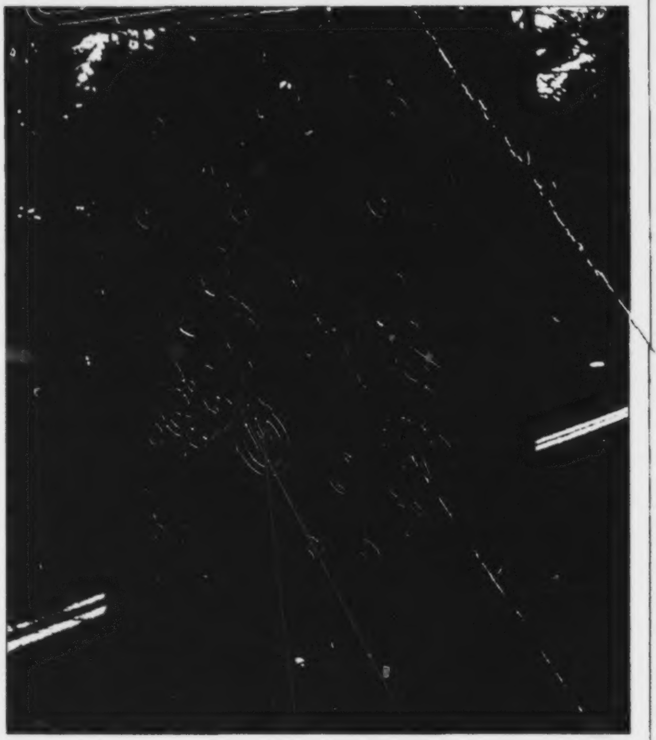

PRONUNCIATION: In the first part of her series on American accent training, **Ann Cook** solves the puzzle of intonation.
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ON THE COVER: Kids heading off to school. Photo Credit: Rob Sylvan.

Learning Through Language

THIS MONTH marks the sixth anniversary of the founding of *Language Magazine*. When we launched the publication—in January 1997—we knew that language education was an important field that needed an independent voice but we had little idea that language would become such a key focus of the popular media that it is today. Issues such as bilingual education and the need for linguistic skills in the post 9/11 world have thrust language into the limelight. It is an honor that *Language Magazine* has been recognized as the leading source of information not only for language teaching professionals but also for the general public seeking to learn more about language learning.

This month, *Language Magazine* will be distributed at two major conferences, which, on the surface, may seem to be very different. Expolangues in Paris consistently attracts over 20,000 visitors from all over Europe and even further afield. It is a showcase for new language learning products and destinations, covering virtually any language you can think of. Most visitors are there to find out how they themselves, their students, their employees or their clients can learn another language more efficiently.

The NABE (National Association for Bilingual Education) conference is also being held in a French quarter, New Orleans and it attracts thousands of educators from all over the country. The NABE conference is organized by an association with a mission - to promote educational excellence and equity through bilingual education. The vast majority of attendees are educators also looking for the best means to provide quality instruction.

These events may be taking place on different continents and aimed at different audiences, but they share a common goal with *Language Magazine*—the improvement of communication and education. This is a global issue with local consequences, so it makes sense for us to gather information an international level for our readers to apply on a local basis.

The opening last year of our European office has given us the opportunity to keep up with language learning initiatives on the other side of the Atlantic and to share them with our readers. Last month's decision to admit ten new members to the European Union is testament to the desire of all of these nationalities to integrate. It also presents a communications challenge as they strive to overcome language barriers. For an integrated Europe to work, it is accepted that bilingualism must be the norm and trilingualism the goal.

The challenges facing the U.S. are similar, as immigrants work to make a new start in life for themselves and their families. Although bilingualism is not an official goal, many new Americans are at least bilingual, if not multilingual. Common realities mean that Europe and the U.S. can learn from each other through sharing experiences and *Language Magazine* aims to assist in the learning process.

Over the coming year, our founding editor, Ben Ward, will be traveling in Europe and other parts of the world, reporting on new language learning initiatives and strategies. I will be assuming editorial duties and will ensure that *Language Magazine* continues to serve its core readership in the U.S. and Canada.

Please keep sending in your thoughts and reactions to *Language Magazine*. If you have suggestions for topics to cover, just drop me an email message at editor@languagemagazine.com

Your opinions are essential to the success of our mission.

Happy New Year to all our readers!

Daniel Ward

Daniel Ward, Executive Editor

Language *magazine*

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LETTERS

Avoiding the Ax

AS THE ECONOMY moves deeper into recession, we are starting to see the negative effects of budget cuts as foreign language departments face the chop. Last year, The Foreign Language Resource Center at UMass, Amherst, was forced to close despite valiant attempts by faculty and students at keeping the Center open. Massachusetts legislators have decided that funding for education was not on their list of priorities and, as usually is the case, foreign languages was targeted as one of the departments that was "non-productive."

The general public has an image of foreign language students sitting around conjugating verbs all the live long day. Until they are convinced of the value of skills in languages other than English, there will be many more departmental closures over the coming year.

Phil Courmayeur
Worcester, Massachusetts

French Concerns

YOUR READERS may not be aware that the school district in Chapel Hill, North Carolina, is planning to drop French and replace it with Spanish.

I think this move is very short-sighted, not just because I am a teacher of French but because it means that students will not be able to learn a language other than Spanish. I understand that demographics has an important role to play in deciding which languages we teach but if we insist on narrowing choices to just one foreign language we will be denying our students the opportunity to broaden their minds and to appreciate diversity.

Ellen McAllister
Chapel Hill, North Carolina

Start 'Em Young

STUDENTS SHOULD be offered second language instruction from as early an age as possible. There's no point trying to introduce teenagers to new languages unless they are familiar with them because most young adults are just put off by the idea. Children are more receptive to new concepts. They don't need to be persuaded about the "benefits" of learning another language and later on, they will thank us for teaching them a valuable skill.

Diana Hewitt
Trenton, New Jersey

Word of Mouth

I HAD HEARD a lot of good things about *Language Magazine* and was interested when I picked up a copy of the November 2002 issue at the ACTFL conference in Salt Lake City. After reading through all the articles, I can see why your publication enjoys such a fine reputation among teachers. I have asked that our library subscribe to *Language Magazine.*

Peter Olson
Washoe County School District
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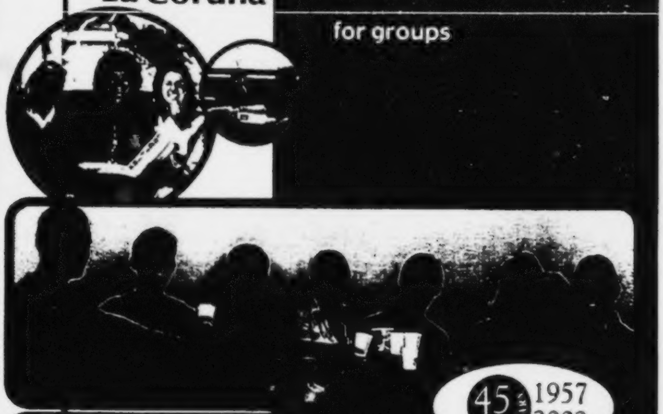

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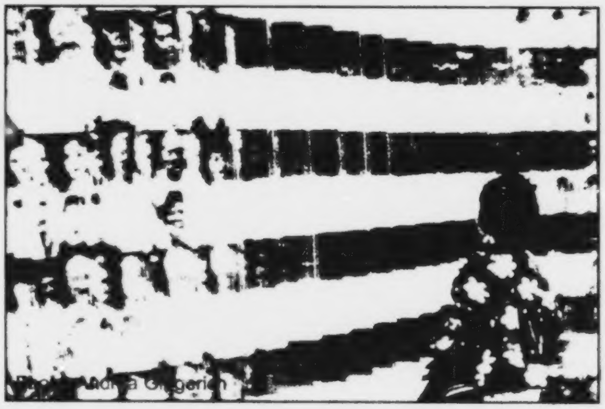
English Gains Ground Among U.S. Born Hispanics



THE USE OF English is rapidly gaining ground in Spanish speaking households across the U.S., according to a new survey released last month.

The 2002 National Survey of Latinos, conducted by the Pew Hispanic Center and the Kaiser Family Foundation, examined how members of the Hispanic community identify themselves and other factors including their language abilities and preferences. The survey revealed that among native-born Latinos and those who are fully fluent in English, views on a range of issues are often closer to those of non-Hispanics than to those who are foreign born or Spanish speakers

"The melting pot is at work as the survey shows that the children of Latino immigrants are English-speakers and express views closer to the American mainstream than the immigrant generation," said Roberto Suro, director of the Pew Hispanic Center. "Assimilation is not a simple, all-encompassing process, and even Latinos whose families have been in the United States for several generations express some attitudes distinct from whites and African-Americans."

The survey report also includes analysis of the sometimes substantial and sometimes more subtle differences in the attitudes and experiences among Latinos from various places of origin. "A Cuban in Miami, a Salvadoran immigrant in Washington DC, and a third generation Mexican in Los Angeles may all have roots in Spanish speaking countries," said Mollyann Brodie, Ph.D., vice president, director, Public Opinion and Media Research at the Kaiser Family Foundation, "but their diversity in views and experiences in the United States suggests that people should be wary of generalizing too much about Latinos."

Latinos overwhelmingly say that discrimination is a problem that keeps them from succeeding in general (82%) and is a problem in the workplace (78%) and at schools (75%). When asked to explain why they believe they were treated unfairly, they are most likely to say it is due to the language they speak (35%), though many attribute it to their physical appearance (24%), or feel it is a combination of the language they speak and their physical appearance (20%).

More than three-quarters of Hispanics think Latino children growing up in the United States will get a better education than they did (80%) and an overwhelming majority (89%) of Hispanics believe that immigrants need to learn English in order to succeed.

This is one area where Latinos from different places of origin agree. For example, an overwhelming majority of Mexicans (89%), Puerto Ricans (86%), Cubans (89%), Central Americans (94%), South Americans (89%), Salvadorans (94%), Dominicans (92%), and Colombians (88%) all agree that immigrants need to learn to speak English.

Almost three-quarters (72%) of foreign-born Hispanics predominantly speak Spanish and nearly a quarter are bilingual (24%). Six in ten (61%) native-born Latinos predominately speak English and a third (35%) are bilingual. In the second generation of U.S.-born children of Latino immigrants, 47% are bilingual, 46% are English dominant, and 7% are Spanish dominant.

Another language-related finding in the survey reveals that 29% of Latinos report having problems communicating with their health care providers because of language barriers.

[For more about the potential loss of Spanish as a heritage language in the U.S., turn to Daniel Villa's article starting on p.13 of this issue of *Language Magazine*.] ■

New Phase of CA Funding

CALIFORNIA'S Department of Education is inviting applications for the second phase of funding under its approved Reading First plan. Reading First is a federal program with the purpose of ensuring that all children in America learn to read well by the end of third grade. California's approved plan accomplishes this purpose by providing subgrants to LEAs to fully implement the state adopted reading program in K-3 and to provide professional development in reading to K-12 special education teachers.

Total funds available are $67 million and recipient grants amount to $6,500-$8,000 per K-3 teacher in participating schools.

These funds can be used for teacher development, purchasing approved supplemental materials, assessment and monitoring, reading coaches and content experts.

For LEAs to receive funding, they must serve grades K-3 that have 1,000 or more, or 50 percent or more, of their second and third graders scoring in categories "below basic" and "far below basic" in reading on the California Standards Test, and meet one of the following criteria:

- the LEA has jurisdiction over an area designated as an empowerment zone or an enterprise community;
- or the LEA has two or more Program Improvement schools under Title I, Part A, or 25 percent of its schools identified for Program Improvement under Title I, Part A;
- or the LEA has 2,000 or more students, or 60 percent of students counted for allocation of Title I, Part A, funding.

To be an eligible school,a school must have 50 percent or more of its second and third graders scoring in categories "below basic" and "far below basic" in reading on the California Standards Test, and be a Program Improvement school or have 60 percent or more of its students counted for allocation of Title I, Part A, funding. Teachers in Proposition 227 waivered classrooms are not eligible for funding purposes unless they fully implement the state adopted reading program in English, however schools with a small number of such classrooms are eligible.

The application deadline for LEAs is March 7, 2003 and the expected notification date is May 10. For further information and application forms, see www.cde.ca.gov/pd/readfirst/

Cash Boost for Bilingual Programs

BILINGUAL PROGRAMS in Dearborn, Michigan, are to benefit from a new five-year, $1.3 million grant from the U.S. Department of Education to the University of Michigan-Dearborn.

In Dearborn, more than half of its 17,000 students are Arab or Arab-American. Nearly one-third are not native English speakers. The number of non-English speakers has grown from 5,200 in 1998 to nearly 6,500 this academic year.

The grant will pay for 20 paraprofessionals to upgrade their two-year degrees to four-year bachelor degrees in bilingual education. In addition, ten teachers will be able to seek master's degrees in the field, thanks to the grant.

"It's going to help us tremendously," said Cheryl Kreger, director of special services for the school district. "We've had a lot of success growing our own teachers as second language learners." ■

$1.5 Million Grant for Dual Language

THE UNIVERSITY OF CALIFORNIA, Riverside has been awarded a grant worth $1.5 million to develop a specialized, dual language teacher-training institute.

The five-year program will enable 272 educational professionals to improve their teaching skills in English and Spanish classes. The institute will also provide up to 65% of tuition costs, and implement a five-tiered professional development program. Institute coordinator Teresa Marquez-Lopez says, "The tiers are designed to help educators at all levels develop the skills that will improve their teaching abilities and help them advance up the professional ladder."

Working with educators at eight schools in San Bernardino County, the goal is to double the number of children who study under the two-way immersion program. Two-way immersion includes both English and Spanish languages in the teaching of academic subjects, and classes are usually split in half between English and non-English speaking students. Teachers equally divide their instructional time between the two languages.

"Two-way immersion places both groups of students as learners and teachers alternatively, and helps both groups learn the other's language," says Marquez-Lopez. "This approach helps students meet the state's content standards while valuing the ability to learn in two languages."

[For more on dual language programs, please turn to Paul Kienlen's article on p.27 of this issue.] ■

Outlook Gloomy for Academics

GRADUATES SEEKING ACADEMIC careers in language and literature now have the narrowest job market in years, according to new evidence released by the Modern Language Association (MLA). This alarming trend means that academic language and literature employment vacancies remain heavily outweighed by the number of Ph.D.s awarded. More worryingly, the MLA has stated that language and literature positions available at U.S. and Canadian colleges and Universities decreased by 20 percent in 2002, the first decline since 1995, and the steepest drop in over 10 years.

"The University system is part of the national economy, and current economic conditions make the job market very difficult", says MLA Executive Director Rosemary G. Feal. "A number of highly qualified teachers of English and foreign languages will be unable to find the jobs for which they've been trained."

The concern for the coming year is that the current data is based on jobs advertised as of October, and many positions depend on funding not yet received, is that the employment situation may be even worse by the end of the academic year. ■

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World Briefs

A SCHOOLBOY from India approached the *Guinness Book of Records* after writing 12,584 letters on a grain of rice. According to the Calcutta-based *Telegraph* newspaper, the 14-year-old boy, Askash Gupta, wrote the letters A to Z 484 times within 90 minutes by using a paintbrush, Chinese ink and a clip to hold the grain. He did not use a magnifying glass. Askash has been micro writing for more than ten years and also paints portraits of world leaders and film stars on rice and pulses. But, after all his hard work the people at the Guinness Book of Records said there was no relevant category for the boy's talent.

AUTHORITIES IN BEIJING have launched a campaign to wipe out "Chinglish", a version of English that results in incomprehensible phrases that alarm the mandarins but amuse tourists.

Chinglish is so obscure because Chinese is a difficult language to translate literally into English and vice versa. For example, a sign in a city park reads, "Little grass is smiling slightly, Please walk on pavement." Another sign at a railway station warns, "Take very good caution over pocket pickers."

When Coca Cola first launched its market there with the Chinese characters "*Ke-Kou-Ke-La*", it meant, "Bite the Wax Tadpole." Corporate chiefs in Atlanta ordered an emergency re-branding and Coca Cola is now known as "*Ke-Kou-Ke-Le*", meaning "Happy Mouth, Happiness".

But if the mandarins succeed in abolishing Chinglish some bizarre linguistic contortions will be lost forever. One hotel confuses foreign visitors with signs above the bedrooms reading, "Decadent songs and actions that go against decency are not allowed here." ■

THE GERMAN LANGUAGE League launched a campaign last month to ban English language Christmas carols. The League, which has 14,000 members, placed advertisements in national newspapers proclaiming, "In Germany we prefer to hear O Tannenbaum" [the traditional song which translates into "*O Christmas Tree*."] Walter Kraemer, the League's president, said, "We do not want our traditions perverted by English. We Germans treat Christmas seriously. It is not a fun event." ■

CONFERENCE PREVIEW

Bienvenue à New Orleans!

This year's conference of the National Association for Bilingual Education (NABE) is being held in New Orleans from January 29 to February 1. Here,* Steven Donahue *offers a brief introduction to the linguistic heritage of this unique city.

The history of New Orleans is inextricably woven into the story of language learning and cultural contact. Louisiana has been governed under 10 different flags beginning in 1541 with Hernando de Soto's claim of the region for Spain.

Commenting on the wonderfully mosaic culture of New Orleans, Dr. Terrence Fitzmorris, associate dean of Tulane University and director of the Institute for the Study of New Orleans, notes, "It has been called 'The Cockpit of Culture,' a place of contentious culture clash, but not open warfare, which proved fertile ground for today's pluralism in the city."

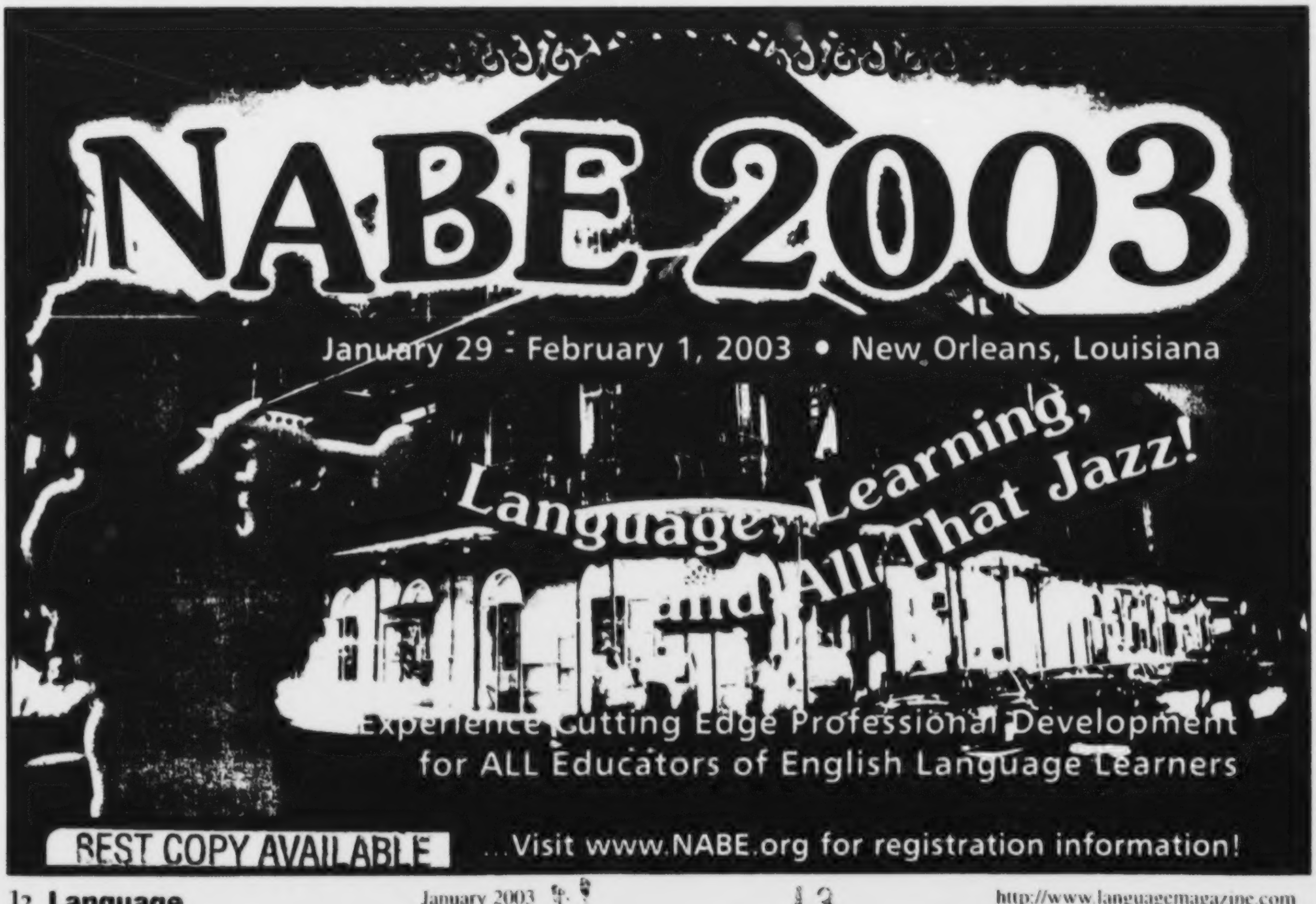
New Orleans has been teaching English to newcomers since the United States government purchased Louisiana in 1803 from the French (who seized it from the Spanish) for 15 million dollars. Three main institutional pillars have accomplished acculturation: the Church, the Orphanage, and Schools.

Dr. Fizmorris notes, "Catholicism was the glue for tolerance among successive waves of immigration: German, Irish, and French." Starting in the 1840s, the Irish settled in an area bounded by Felicity, Jackson, and Magazine Streets with St. Alphonse Parish at its heart. Since St. Alphonse was a German church, the Irish built their own church right next to it, a model followed by other ethnic groups. In the 1850s, Italian immigration began and by 1890, over 20,000 Italians had arrived.

Black Catholics were represented by Mother Drexel who founded XULA, Xavier University of Louisiana in 1915, the only historically Black, Catholic University in the Western Hemisphere. Recent Haitian immigrants now attend Jefferson Parish.

Diversity continues to define New Orleans. Jewish immigration has resulted in significant contributions to New Orleans in architecture, medical care, and cultural arenas. Rabbi Max Heller, one of the most respected and best-loved religious leaders of New Orleans and the South, espoused public education and racial tolerance. From the early 1500s, captured Muslims arrived at New Orleans as slaves. Nowadays, there are no less than 10 mosques in the city. In addition, the arrival of immigrants from South America, the Philippines, Vietnam, Laos, and the four corners of the earth continue to add to the complex tapestry of language and culture of the "Big Easy."

[For an interesting and lively discussion of the English dialect of New Orleans, please refer to Connie Eble's article "Speaking of the Big Easy" [*Language Magazine*, August 2002.]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Looking After the Spanish Legacy

Spanish may have firmly established itself on the U.S. linguistic landscape, but as **Daniel Villa** argues, its future as a living language is far from assured

According to data from the 2000 U.S. Census (http://www.census.gov), Hispanics now form the largest minority group in the nation. The Census predicts that by the end of this century some 33 percent of Americans will be of Hispanic origin. This does not mean, however, that we are a homogenous group. The Census Bureau came to the realization that a single term, such as "Latino" or "Hispanic", would not serve for the diverse population it had to enumerate, so it included the terms "Mexican", "Mexican-Am[erican]", "Chicano", "Puerto Rican", "Cuban", and "other Spanish/Hispanic/Latino" on its questionnaires.[1]

The Hispanic population now extends into areas of the U.S. beyond traditional territories such as the Southwest, where Spanish speakers predate the arrival of the first English speaking settlers in the New World. All fifty states have a Hispanic population, even in such remote corners as Fairbanks, Alaska, where organizations such as the Club de Leones held great *pachangas* when I taught there. No matter where you turn, the Spanish language is being used to carry out all of the regular exchanges of everyday life.

The prevalence of Spanish

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"The cause for concern is not English and its status as the de facto common language of the U.S., but rather maintaining Spanish as a heritage language."

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has led to the creation of groups whose aim is to "protect" the English language. The U.S. English Foundation (http://www.us-english.org) states that "We believe it is vitally important that our citizens, policy makers, and educators are aware of the language problems plaguing other nations around the globe." On the same site, U.S. English notes that it is "working at the state and federal levels to pass legislation to make English the official language of the government..." Legislation such as California's Proposition 227, which in essence banned bilingual education in the state public school system, reflects the idea that other languages are "plaguing" and "taking over" our educational system, and that English use must be dictated by law.

It might appear to a first grade teacher newly confronted with a class that speaks only Spanish that English was indeed on its way out. However, research based on demographic data from the Census Bureau, as well as from other sources, paints an altogether different picture. Calvin Veltman found that 97 percent of immigrants have at least some control of the English language after ten years of residence in the U.S. Virtually all of their children—whether born in the U.S. or who arrived at a young age—speak English as a native tongue. In virtually all cases, first graders who speak only Spanish will speak English fluently by the second or third grade notwithstanding exposure either to language legislation or, for that matter, bilingual education.

The cause for concern is not English and its status as the de facto common language of the U.S., but rather maintaining Spanish as a heritage language. Researchers refer to the process of becoming monolingual in a multilingual environment as language shift or language loss. This loss occurs among all non-English language groups in the U.S., whether they are indigenous, such as Navajo, or of immigrant origin, such as Spanish, French, or Japanese. In referring to this dynamic, we do not look at how long a non-English language has been present, but rather at the dynamics of the shift itself.

Generally speaking, the loss occurs over three generations:

1) Older members of the community are dominant in the mother tongue but have some knowledge of English. However, they tend to prefer their first language for most day-to-day communication. This "first" generation tends to speak the mother tongue at home and in the community, and passes it on to its children.

2) These children acquire the mother tongue at home and in the community, but also acquire English at an early age. This second generation consists of people who, in general, are fluently bilingual. They can communicate with their parents' generation in their preferred language. However, they tend to use English in the community and at home with their children, not passing on the mother tongue to their children.

3) Members of the third generation may

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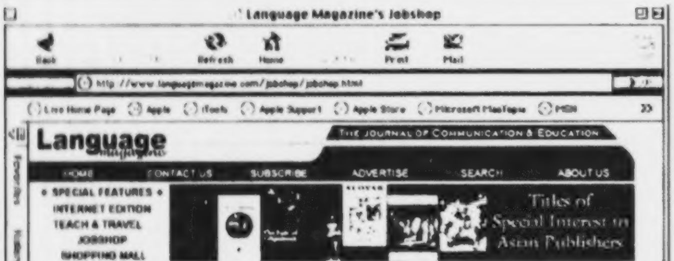
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have some vestigial remains of the grandparents' language, often curse words and names of ethnic foods, but generally can't converse in the mother tongue and quite possibly do not understand it. The shift is pretty much complete at this point; many members of the third generation are essentially monolingual in English. Unless some action is taken, all future generations from this point forward will speak only English.

Spanish may have been spoken in what is now the U.S. for longer than English has but its current strength does not come from being handed down from generation to generation. Rather, the vitality of Spanish in the U.S. is due to migration from other Spanish speaking countries. Also, Spanish speakers are more likely to pass the language on to the second generation than are other non-English immigrant language groups. Again, all research on Spanish language shift during the last 30 years, and earlier, points to an irrevocable switch to English. Isleño Spanish in Louisiana is just about gone, with only a handful of elderly semi-speakers left. Traditional Northern New Mexican Spanish, spoken in that region of the Southwest since before the Pilgrims landed at Plymouth Rock, has an ever-dwindling number of speakers, and may disappear completely.[2]

Spanish will form an important part of the linguistic landscape in this country throughout the 21st century. But without the revitalizing force of immigration, the number of heritage Spanish speakers here would most probably dwindle; following the pattern established by other minority language groups in the U.S.

A question that's often put to me is, "We've gotten along just fine not speaking (insert here German, Polish, French or some other tongue), so why do you need to keep speaking Spanish?" This query brings up many issues. Perhaps the first is that those of us who want to maintain an ancestral language are not rejecting English. To the best of my knowledge, there is no group that wishes to speak its heritage language to the exclusion of all others. We recognize that English is an essential key to academic and economic success in this nation. Rather, we would hope to attain a stable bilingualism, a situation in which we can maintain a heritage language alongside English, passing it on from generation to generation. We do not perceive such bilingualism to be divisive, as groups such as U.S. English would suggest. Indeed, there exist many nations, notably in western Europe, that have long histories of multilingualism, which function very well as political entities.

So why maintain Spanish as a heritage language? First, Spanish is an international language. Those who speak it can travel throughout the Americas and Spain, communicating with relative ease. Those bilingual in English and Spanish can communicate in many parts of the world, given that English is the common global tongue. Perhaps more important for U.S. Spanish speakers are the social and cultural ties established through our heritage language. While it is true that we can live perfectly well in this country without speaking Spanish, there are aspects of our daily existence that we live differently through that language. I remember one former student, Luz, a member of the third generation, who wrote about experiencing this reality. She was at a family reunion looking through an old photo album where she found a picture of one of her aunts all decked out as a *pachuca*, big hair and all, in the Barelas barrio in Albuquerque. She asked her *tía* what it was like being a part of that famous generation, and her aunt chuckled *y empezó a contar de los bailes, de los barullos entre los vatos locos de*

"Spanish is an international language. Those who speak it can travel throughout the Americas and Spain, communicating with relative ease."

Barelas y los de Martínez, de las ranflas flameantes que arreaba la plebe, when *de repente* her *tía* looked at her and asked, *no me entendites, ¿verdad?* Luz had to admit that no, she didn't understand what her aunt was saying. At that point, she realized that a certain part of who she was, her history and her family, had important dimensions found only in Spanish. That was how she came to enroll in one of my classes, as a part of her re-entering the Spanish speaking community.

This theme is echoed by many of those I work with. In surveys inquiring as to why students are studying Spanish, a common reply is that they wish to be better able to communicate with older family members. It is not that the older generation does not understand English; however, many memories, stories, oral histories and cultural traditions have more zing, *más sabor,* when passed on through Spanish. Certain emotional bonds are strengthened through speaking Spanish. And to top it all off, it's just cool to be able to switch over to Spanish, to be part of a community that only bilingual speakers can belong to.

Maintaining any heritage language in general and Spanish in particular requires a sustained, concentrated effort. It doesn't just magically happen. As a final observation on the shift to English, I offer the following anecdote: I have spoken only Spanish to my sons (Jesús, 13 and Cipriano, 11), since the very moment they emerged from their mother's womb. Only Spanish, in front of monolingual English speakers (even family members!), in the stores, on the street, at school, at the dentist's, at home, at work, anywhere we might be. My wife supports this effort, and has actually learned quite a bit of Spanish in the process. In spite of this, my sons speak English to me and with all their friends. There is no doubt that English is their dominant means of communication. Language shift is a hard thing to battle, even among those of us who fight it tooth and nail. To conclude: is English in danger of being displaced in the U.S.? Definitely not. Will Spanish continue to be spoken here throughout this century? Almost certainly, given current migration and demographic projections. Will we ever achieve a state of stable bilingualism in the U.S.? That is anybody's guess, but given the results of research dedicated to maintaining Spanish as a heritage language the future looks bleak. ■

Photo: James Tingley

Notes:

1. Here, I use the word "Hispanic" for the simple reason that it is the most common term in the area of the Southwest that I live–but we are such a varied group that it is doubtful that any one label will ever suffice to label us all.

2. There are a few indications that this shift may be slowing, but a recent research paper colleagues and I sent out suggesting this was met with disbelief and suggestions that our methodology is flawed. I would love to see a study that identifies an area in the U.S. where Spanish is currently being used by 6th, 7th, or 8th generation speakers alongside English, but I know of none.

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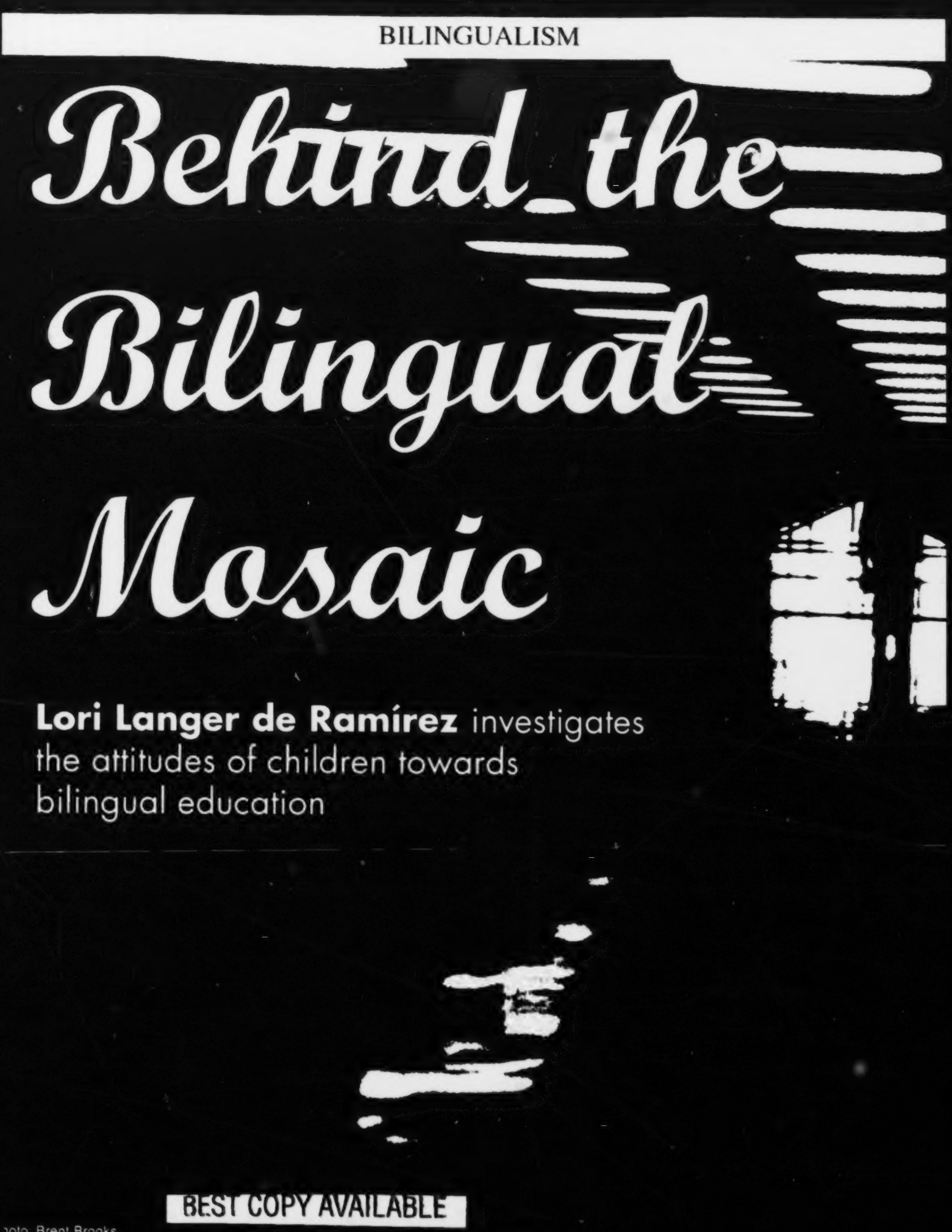
Behind the Bilingual Mosaic

Lori Langer de Ramírez investigates the attitudes of children towards bilingual education



hoto: Brent Brooks

Introduction

In the multicultural society that is New York City, speakers of different languages abound. How do participants in this "gorgeous mosaic" feel about the influx of new customs, new cultures, and more importantly, new voices into society? In particular, I wanted to find out, "What are the attitudes of children towards bilingualism?" Much of the research in this area has involved adults as subjects so I wanted to find out if there was a difference of opinion between adults and children with regard to bilingual education. Emmanuelle Ferrieux claims that gestures "permit us to know more fully the hidden side of the human message," so I also wanted to know if the paralinguistic information of the students corresponded to the verbal

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The Study

Sixty-one fifth-grade students were involved in this study. All are monolingual speakers of English. There were three socioeconomic levels surveyed: upper, middle, and lower.[1]

The students were placed into one of these three groups based on the schools they attend. The three schools which participated in this study were: Upper Class: a private school in Brooklyn, New York (30 students), Middle Class: a public school in Queens, New York (14 students), and Working Class: a public school in Brooklyn, New York (17 students).[2]

Videotaping the students for paralinguistic study proved to be the most challenging portion of the research as the taping of students in the public schools was restricted by the need to attain a parental release and consent form. Although not necessary for the private school in the study, a "permission slip" was created and then used for the two public schools. The response from the private school parents was enthusiastic, with many proud parents requesting to see the video. This accounts for the larger survey group in this second phase of the study (8 students). The response from parents of the Queens public school was slightly less enthusiastic with four students participating. Unfortunately, the principal of the Brooklyn public school would not agree to the videotaping of her students. This limits the paralinguistic analysis of responses to only two of the three groups surveyed.

Results

The qualitative results of the survey seem to show that there is a difference in opinion with regards to bilingualism and bilingual education across socioeconomic lines.

Table A—Question #1: "Should students be taught in their home language and English in school?" The actual answers given by the students help to explain the results. On question 1, the upper class (U.C.) students' responses were split almost equally in half. Some of the more significant and interesting affirmative responses include the following:

"They (the students) will be more interested."

"They might understand...to speak better English."

"They may not understand a concept (if one speaks only in English).

"...it's easier on those students to feel comfortable..."

"They won't forget their native language..."

"They should know about their culture."

The negative responses of these U.C. students speak to the realities of not knowing English in America. They refer to issues such as the need to seek employment, food, shelter and clothes, and the need to get along with English-speaking peers. One student mentions that, "...if the child knows basic English, he/she shouldn't be taught in their native language."

The middle class (M.C.) students responded affirmatively to the question of bilingual education with many of the same reasons as the U.C. students had given. They mentioned the need of the student to not forget his/her heritage and language. One stu-

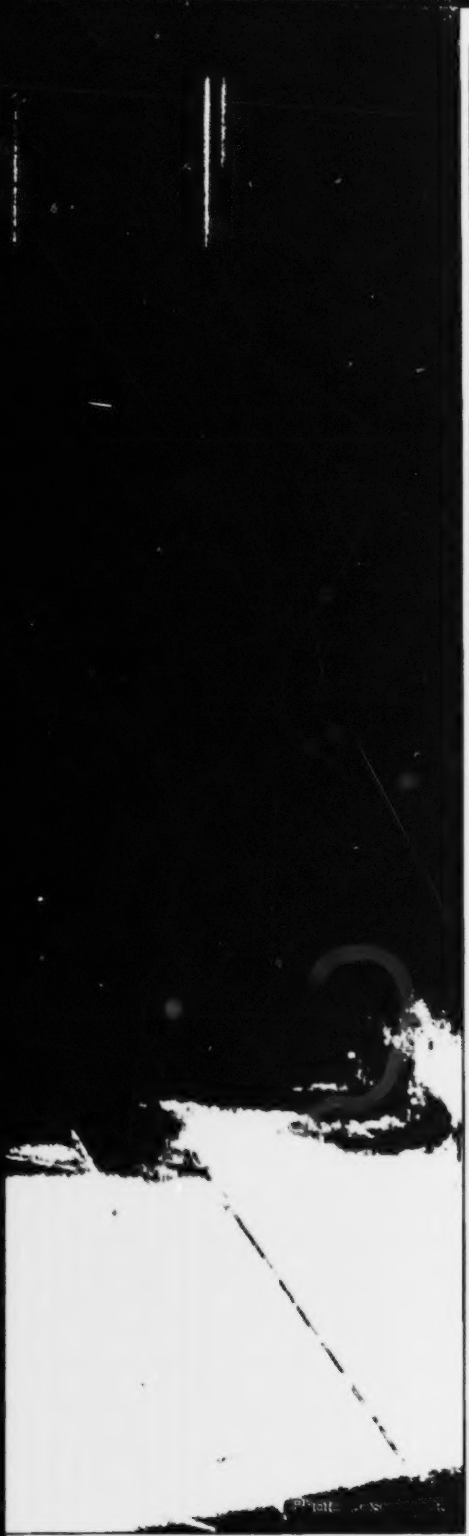

Table A - Question #1: "Should students be taught in their home language and English in school?"

SE GROUP	#SURVEYED	YES	NO
Upper Class	30	16	4
Middle Class	14	11	3
Working Class	17	14	3

Table B - Question #2: "Is it good to speak two or more languages fluently?"

SE GROUP	#SURVEYED	YES	NO	MAYBE
Upper Class	30	27	1	2
Middle Class	14	13	1	0
Working Class	17	16	1	0

Table C: Sub-survey

SE GROUP	"GOOD SAMARITAN"	"TRAVELER"
Upper Class	30	27
Middle Class	14	13
Working Class	17	16

Table D: Question #3: "To be an American, should you have to speak English?"

SE GROUP	#SURVEYED	YES	NO
Upper Class	30	9	21
Middle Class	14	9	5
Working Class	17	11	6

Table E - Question #4: "Has someone ever spoken a language other than English in your presence?"

SE GROUP	#SURVEYED	YES	NO
Upper Class	30	27	3
Middle Class	14	13	1
Working Class	17	13	1

dent said "...to speak the native language is good because when (the child) goes back to his or her country, he/she can still speak the language." This is an interesting response and may have been the result of seeing a friend or fellow classmate quickly or unexpectedly return to his/her country of origin, as is common in many New York City public schools. The few reasons given against bilingual education by the M.C. students included:

"The language of this country should be the only language taught."

"They should teach the native language here maybe in a cultural program."

"He/she would be doing two times the work!"

The working class (W.C.) students responded much in the same way as the M.C. students. Their reasons for both the affirmative and negative answers were almost identical to those of the M.C.

Table B—Question #2: "Is it good to speak two or more languages fluently?" yielded very little in the way of different responses. Most of the children decided that it was good to speak two or more languages fluently. While many students referred to such benefits as learning new cultures through the language, getting ahead in the job world, and extra credit in college, there were a great many students who responded with one of two interesting answers, which fell under the headings of "Good Samaritan" ("You can help people who are lost in the streets [of New York]"), or "the traveler" ("It's good to know another language for when you go to a foreign country.")

Table C: It was thought that the U.C. students would be more likely to mention travel, as many of them would have traveled quite extensively, and that the M.C. and W.C. students would be less likely to mention travel due to financial restrictions. It

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was interesting to find that the U.C. students were equally divided in their responses while the M.C. students were more inclined to mention travel.

Table D—Question #3: "To be an American, should you have to speak English?" Perhaps the most interesting result of this study occurred with the responses to question 3: "To be an American, should you have to speak English?" One might guess that the M.C. and W.C. students would be more inclined to respond in the negative due to heightened sensitivity to various linguistic minority groups in their schools and neighborhoods. The result was quite the opposite. The majority of the U.C. students responded "no" to the question, citing such reasons as: freedom of speech, civil rights, and equal opportunity for all. The few "yes" responses included practicalities such as:

"People won't understand you."

"You get around easier knowing English."

"You won't fit in."

The M.C. and W.C. students invoked much of the same Constitutional reasoning for the defense of their negative responses. Some affirmative reasons were, although fewer in number, quite stronger in sentiment and wording:

"You must learn the language of the country you live in!"

"English is America's national (or 'official') language."

"If you can't speak English, don't come!"

"You'll look stupid if you don't speak English."

"You would make it boring for everyone else."

Table E—Question #4: "Has someone ever spoken a language other than English in your presence?" The responses to question 4 were very similar in all three survey groups. Almost all students had met a bilingual speaker at some point in their lives. Many of the responses spoke of feeling awkward, annoyed and frustrated when, mistaken for a fellow native speaker, a speaker of an unknown minority language spoke to the student in that language. Others told of being spoken "over" when speakers of another language would speak that language either intentionally to exclude the child from the conversation, or unintentionally because it may have just been more comfortable to speak that first language. Ideas such as, "I felt as if I wasn't there" and, "It really shot my self-esteem" were common.

The videotaped responses to all questions, and question 4 in particular, showed that the students may be feeling even more strongly about some of their responses than their written answers imply. When speaking of his nanny's and grandma's penchant for speaking Italian in front of him, one boy said, "It bothers me", while shaking his head and wrinkling his face. One girl said she felt left out of conversations between her mom and grandma when they spoke another language. She laughed nervously and shrugged her shoulders as she spoke of her feelings. A particularly expressive girl explained that she hated it when her cousins "chat" in Danish in her presence. She accompanied this with a wrinkled face, a shake of the head, rolled eyes and much shrugging. She even mimicked the sound of her cousins speaking this (in her eyes) completely "weird" language.

Discussion

The results seem to show that there is a difference in attitudes among students of varying socioeconomic groups with regard to bilingualism and bilinguals. While it was assumed that upper class children would respond more negatively to the prospect of bilingual education, it was found that they were equally for and against the idea. The middle and working class students were more in favor of bilingual education. There may be many reasons for the difference of opinions. A look into the philosophy of the school which a particular student attends may shed some light on the reasons for certain attitudes. Furthermore, the middle and working class students may be exposed to more candidates for bilingual programs as these existed in both public schools, but not at the private school observed.

"Many children see being bilingual as a chance to be a good citizen and often, a good friend to the many immigrants that arrive in New York City."

Most students agreed that it is good to be bilingual, but the reasons as to why this is beneficial were often quite different. While it was hypothesized that economic restraints on travel would affect all but the upper class students, the study revealed that only the working class students were limited in this fashion. Many children see being bilingual as a chance to be a good citizen and often, a good friend to the many immigrants that arrive in New York City.

Many students stated that it is not necessary to speak English to be an American. The overwhelming amount of references to the Constitution may be the result of well-learned American History lessons. What was surprising was some of the emphatic affirmative responses. They seemed to be worded quite specifically and are possibly beliefs espoused by the children's parents at home. Most fifth grade children have met or know someone who is bilingual. While some feel comfortable with observing the use of both English and another language, many more felt awkward and left out when the other language was used in their presence. Paralinguistic study of the gestures and visual clues that the children employ to tell of their experiences seem to show that their confusions, angers and frustrations are even more deep-seated than they may want the observer to know.

Conclusions

This study implies that some of the attitudes of children towards bilinguals and bilingual education are affected by that child's socioeconomic background. While some attitudes may seem easily predictable, some of those predictions may be based on one's own stereotypes of the upper, middle and working class.

Further study on the attitudes of children towards bilingualism could shed new light on what is a long-standing debate with regards to bilingual education. Many of the arguments against bilingual education seem to be based on the idea that the knowledge of two languages is "confusing" or that the two languages work in competition. By uncovering the causes of such beliefs in children, we may work towards finally uncovering an effective program to educate the new additions to our "mosaic". ■

Note: 1. Allan Ornstein and Daniel Levine describe these levels as, "The upper class includes very wealthy persons having substantial property and investment; the (lower) middle class includes technicians, sales personnel, and clerical workers... and the (upper) working class consists of skilled manual workers such as those at hamburger restaurants."

2. While it is true that each student of any of these particular schools may pertain to a socioeconomic group other than the one I have chosen to label the school, it was impractical to base the label on any other possible information.

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Lori Langer de Ramirez teaches Spanish at Herricks Public Schools, Brooklyn, New York.

Thinking About Language

Alicia Breen delves into the psychology of language

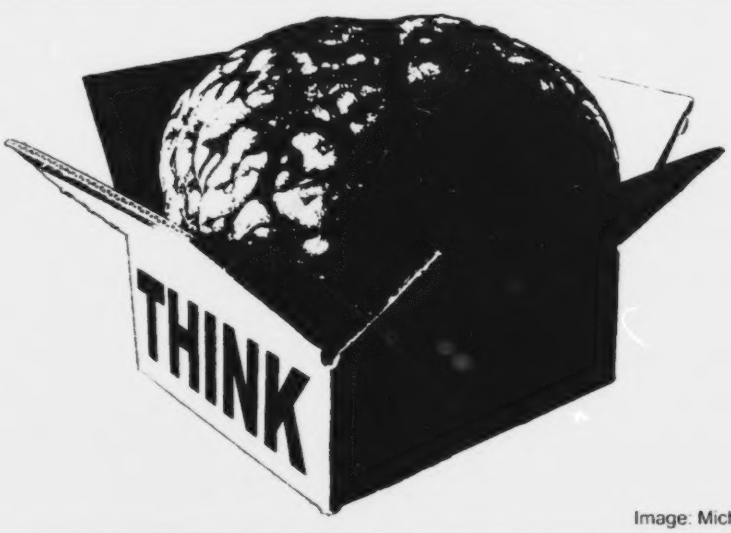

Image: Michael Knight

Does the language you speak change the way you think? Conveying even simple messages requires that you make completely different observations depending on your language. If an English speaker was asked to count some pencils on a table they would only have to count them and give the number. But a Russian speaker also has to consider what gender the pens are in (neuter) and then use the neuter form of the word for the total number of pencils. A Japanese speaker must take into account their shape as well.

Philosophers and scientists have turned this theory over for centuries. Since the 1960s, scientists such as Noam Chomsky have come to the conclusion that linguistic differences do not really affect the way we think. They believe that language is a universal human trait and our ability to communicate with each other reflects more on our genetics than on our different cultures. But now, psychologists are re-examining his theory.

Dan Slobin from the University of California at Berkeley says that, "Language is not just notation, the brain is shaped by experience." Slobin says even insignificant differences between languages do affect the way speakers perceive the world.

"Some people argue that language just changes what you attend to," says Lera Boroditsky of the Massachusetts Institute of Technology. "But what you attend to changes what you encode and remember." In other words, it changes how you think.

In Korean, for example, to say *hello* you need to know if you're older or younger than the person you are addressing. Spanish speakers have to decide whether a relationship is intimate enough to employ *tu* or formal enough to require *usted*. Slobin says this process is called "thinking for speaking". He argues that it can have a huge influence on what we think is important and how we think about the world.

Another example shows us that about a third of the world's languages describe location in "absolute" terms. People using languages of the Pacific Islands would say "north of the tree" or "seaward from the tree" rather than "beside the tree" as we might in English. Slobin says, "You must know your location relative to the fixed points in order to talk about events and locations." Even if you didn't use the word "north" in conversation, you would always know where it was.

The language you speak may influence your interpretation of events that you don't witness yourself, but only hear about. "Almost everything we know about the world comes through language," Slobin points out. Speech allows us to experience the world in a way no animal can. We assume that descriptions describe the same message in all languages. But, the language we use may vary our understanding of everything from celebrity gossip to politics. For example, in languages such as English, Dutch, Russian, Finnish and Mandarin, verbs are expressive in describing the way action takes place. Other languages like French, Italian, Spanish, Turkish and Hebrew use simpler action words like "go" and add a few words to show how the subject moved, for example, "while walking".

Some bilingual people claim that the news seems much more interesting and lively when reported in a language like English. One British newspaper described a confrontation at sea between the environmental action group, Greenpeace, and French authorities using vivid verbs—the French troops "stormed" the activists' boat and "clambered" aboard. The article went on to recount how Greenpeace "breached" the exclusion zone to "power" across the lagoon in dinghies. By way of contrast, the French paper, *Le Figaro*, wrote that the French authorities "took control" of the vessel and that the activists were "crossing the limits" into French territorial waters.

We already know that each language is individual and provides its own insights into culture and history but if they also provide various ways of seeing the world then we have a lot more to learn about the languages we speak. We need to know this information to learn about human nature. With half the world's 6000 languages likely to disappear over the next century, psychologists and scientists are trying to learn what they can about them.

Boroditsky agrees with this view, saying, "Some languages may have invented certain ways of thinking that could be useful to us, we don't even know what treasures there are". We should preserve and respect the languages we speak because when they become extinct, so do some of their unique insights. ■

Alicia Breen is a freelance journalist currently on the editorial staff of *Language Magazine*.

For over 60 years, the Voice of America has been transmitting the "view from here" to the rest of the world. **Steven Donahue** finds out why these broadcasts are now more important than ever

Photo: Jared Ponchot

America's Voice

The lobby of the art deco Voice of America (VOA) building in Washington, D.C. is a kaleidoscope of exotically dressed crowds speaking a Babel of languages, from Afan Oromo (Ethiopia) to Wu (China). These are just a fraction of the 1,200 employees who represent the literal voice boxes of America's global broadcasting service. Fluent in 65 languages, this diverse pool of linguistic talent broadcasts more than 1,000 hours a week on radio and television—and the Internet—to an audience of more than 100 million people around the world.

The Voice of America first went on the air on February 24, 1942, just 79 days after the United States entered World War II. Speaking in German, announcer William Harlan Hale told his listeners, "Here speaks a voice from America. Every day at this time we will bring you the news of the war. The news may be good. The news may be bad. We shall tell you the truth."

But it is a dramatically changed world since these World War II broadcasts countered the theatrical propaganda of Joseph Goebbels and Tokyo Rose. The VOA is now a multimedia international broadcasting service funded by the U.S. government. The service requires skilled hands nowadays. David Jackson, a news veteran of *TIME* magazine has just taken over at the helm of the world's most extensive broadcasting network. Back in the days of the Iron Curtain, problems for the broadcasters to overcome included Soviet radio jamming of VOA broadcasts. Today, the VOA must compete in a different world inundated with competing information. Operating in a plugged-in environment, the VOA tries to inform listeners regarding America's world viewpoint, especially during these turbulent times.

"Like any international multimedia organization, we're using 21st century tools now," says Jackson. "We're on the Internet, on television, and on AM, FM and shortwave radio. But our message hasn't really changed. We still believe the best way to demonstrate the values of freedom and democracy is by providing accurate news and information about the U.S. and the world to our audiences."

As part of its strategy to reach out to the world, the VOA has embarked on a triplet of fast-paced, youth-centered radio formats. One of these is called "Sawa" (meaning "together" in Arabic) which is aimed at neutralizing negative attitudes towards the U.S. which have arisen among certain sections of the Arabic-speaking population around the globe. Radio Sawa has become the top-ranked broadcast in many cities in the Middle East among its youthful target audience. Another format is the Indonesian Service which is known as VOA Direct

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Connection (VOA DC). Aimed at the 60 percent of Indonesia's population under the age of 30, VOA DC features popular music as well as news and information on the latest developments in pop culture around the world. Radio Farda, which means "Radio Tomorrow" is a unique, Persian-language radio service designed to give Iranians news, information about public affairs and entertainment. Stressing the importance of demographics, VOA director, David Jackson, says, "Young people form the majority of the population, and we need to do more to attract them."

Special English

Many of the VOA's broadcasts are a mixture of entertainment, local patois, and a form of spoken English dubbed "Special English." Beginning in 1959, the VOA began slow-paced, simplified English broadcasts designed to facilitate comprehension for millions of listeners. The news is read with a slow delivery of about 90 words a minute and using a limited wordlist of about 1500 words. In fact, Special English has helped tens of millions of listeners learn English.

But translation of a complex message can be challenging. Joseph O'Connell, the director of External Affairs at the VOA, told *Language Magazine*, "Imagine the struggle to find the right phrase for 'bag pipe' in Amharic broadcasts to Africa to explain the post-9/11 funerals in New York."

The VOA also offers free language instruction. It carries two radio-based English courses called *New Dynamic English* and *Functioning in Business*. The two 25-minute, daily English courses were created by DynEd International as part of their English language teaching program. Each series lasts 26 weeks. Students can listen to language learning fill-in-the-blanks to learn basic English.

> "As part of its strategy to reach out to the world, the VOA has embarked on a triplet of fast-paced, youth-centered radio formats."

The VOA Charter

According to their mandate, VOA reporters and broadcasters must strive for accuracy and objectivity in all their work. They do not speak for the U.S. government. The service is run by an independent Broadcasting Board of Governors (BBG), the International Broadcasting Bureau, and ascribes to a rigorous journalistic creed—to protect the integrity of VOA programming and define the organization's mission, according to the VOA Charter drafted in 1960 as Public Law 94-350. The Law provides that the VOA will serve as a consistently reliable source of news; will represent a diverse America, not any single segment of American society; and will present the policies of the United States clearly and effectively.

The BBG is an independent federal agency which supervises all U.S. government-supported non-military international broadcasting, including the Voice of America (VOA), Radio Free Europe/Radio

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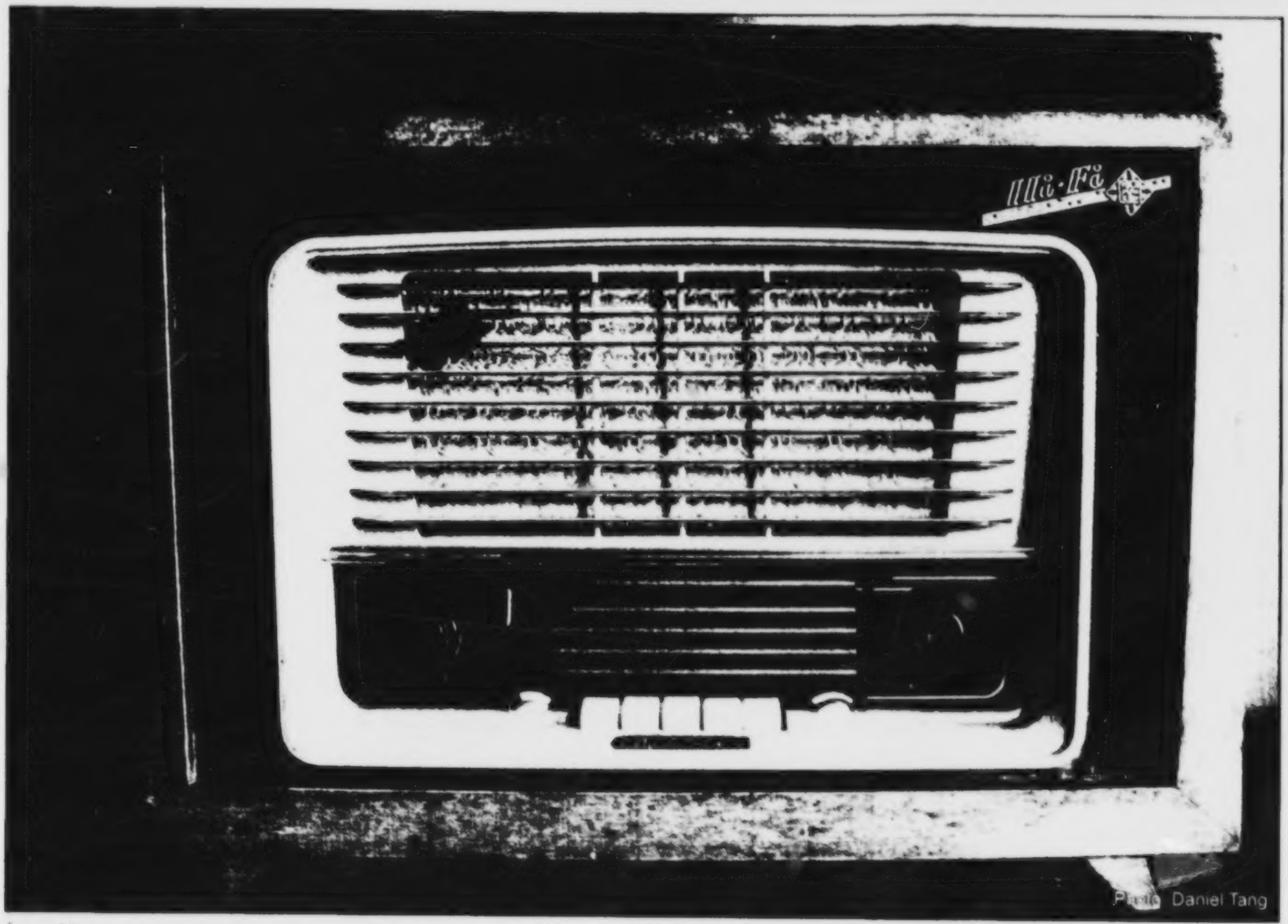

Photo Daniel Tang

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Liberty (RFE/RL); Radio Free Asia (RFA); Radio and TV Marti and WORLDNET Television. Nine members comprise the BBG, including Secretary of State Colin Powell, who serves as an ex-officio member.

> "There is a new decisive force in the human race, more powerful than all the tyrants . It is the force of massed thought—thought which has been provoked by words, strongly spoken."

Voice of the Future

The VOA's Washington newsroom is a warren of busy desks, maps of the world, ringing phones, and computers as staff follow stories 24-hours-a-day through a network of 40 VOA correspondents and 100 freelance reporters in major cities. Behind the scenes, engineers maintain broadcast equipment and provide the technical expertise to broadcast more than 1,000 hours of programming a week. A vast satellite network and a series of relay stations around the globe carry VOA programming to millions of listeners each day. Fluent speakers broadcast the finished programming from soundproofed rooms next to the famous Art Deco murals of Ben Shahn, who apprenticed with Diego Rivera on the controversial Rockefeller Center mural project in New York.

The VOA does a lot of work with its annual $147 million budget. It was ready for the War in Afghanistan. For 20 years, the Pashto Service has brought news, information and hope to Afghanistan, at first during the Soviet invasion, and later, during the civil war that ravaged that country. Today, following the defeat of the Taliban, the service is helping to provide the citizens of Afghanistan with the information they need to make informed decisions about the future.

The VOA was created in response to the need of peoples in closed and war-torn societies for a consistently reliable and authoritative source of news. In 1939, the American playwright Robert Sherwood, who would become a speechwriter for President Franklin Roosevelt and later, the "father of the Voice of America," predicted the impact of international broadcasting when he said: "We are living in an age when communication has achieved fabulous importance. There is a new decisive force in the human race, more powerful than all the tyrants . It is the force of massed thought—thought which has been provoked by words, strongly spoken." But today there is much work to be done if America's message is to reach the world. It is the Voice of America's mission to continue to inform the world what Americans are really like and explain its responses to the terrible events of 2001. Whether the news be good or the news be bad, the VOA is dedicated to broadcasting the truth. ■

Steven Donahue is features editor of Language Magazine

Paul M. Kienlen believes that dual language immersion programs can bridge the gap between bilingual and monolingual students

Dual Approach to Solving Language Divisions

Photo: Alexei Nabarro

As a former teacher in an early exit transitional bilingual program, I became aware of socialization problems among bilingual and monolingual students attending school together. All too often, students from the two groups did not share tables in the cafeteria, nor did they play together on the playground. In the school library, there were separate book collections for each group of students. Teachers formed cliques, choosing to ally themselves either with the "monolingual" or "bilingual" group on campus. I assumed that these attitudes were based upon bias and discrimination against bilingual, or LEP (Limited English Proficient), students. Many educators (and parents) apparently believe there is some merit in keeping each student group divided and in its place. But there is an alternative approach to division, which is having great success in numerous programs throughout the country.

For the past four years, I have been working in a multilingual K-8 program. At our school, all students begin learning three languages from the day they walk through our doors. The goal of the program is full literacy in English and Spanish and to the extent possible in the third language. Our program is structured as a dual language immersion program with a third language additive element. Both students and teachers are fully immersed in multiple cultures and languages every day. The dual language program is for all students, so we avoid the whole controversy of placing students in the bilingual track as opposed to the monolingual program. All students are in the same boat, and that boat is seaworthy. One example I would like to mention is our first and most recent graduating eighth grade class. Due to the strength of our program and the strong emphasis on Spanish, over 80 percent of those students received college credit for Spanish classes, through taking the Advanced Placement Exam. In addition, all students performed well on the

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state math assessment in English.

The difference between traditional bilingual programs and a dual language immersion program is that the latter focuses on maintaining a student's first language while learning a second; an early-exit bilingual program, on the other hand, focuses on transitioning the child quickly into an all-English classroom. Also, the dual language program has, as a key element, native English speakers learning another language alongside their limited English proficient peers. In our classes, we have a blend of monolingual English speaking students, monolingual Spanish speaking students, and bilingual students. These students learn together and assist one another in perfecting both languages. They also go to their third language class together (Japanese, Chinese, Russian, or German), which provides a daily challenge for all students. Even during the times when instruction is in a student's native language, he or she benefits from listening attentively, as that student will invariably be called upon to mentor other students who need assistance with what is, for them, an unfamiliar language.

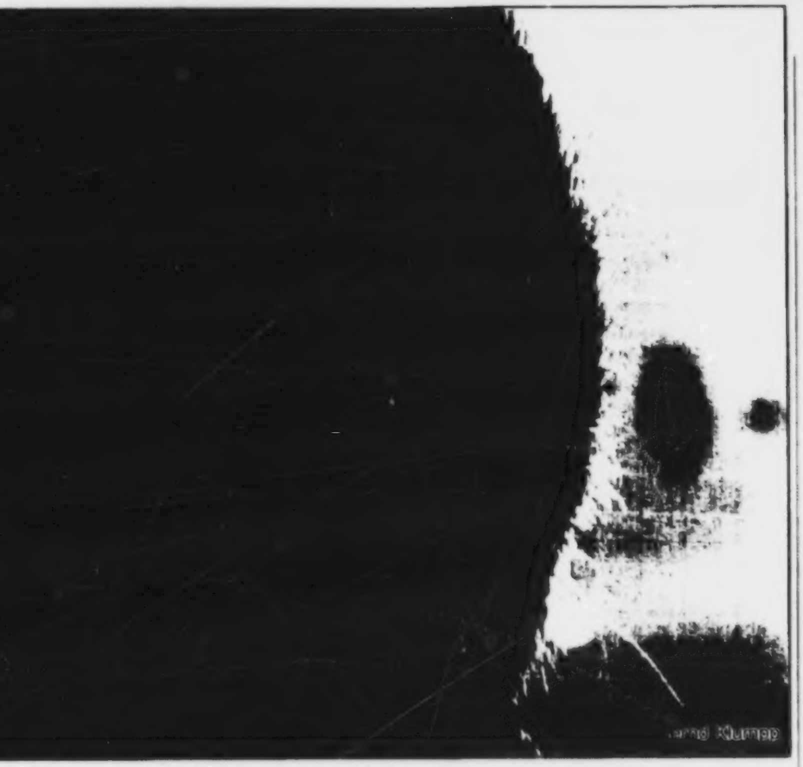
Students at our school learn to collaborate and use their creativity while working in groups. The layout of each classroom includes round tables instead of individual desks. This allows students plenty of opportunities for conversation and language modeling. We know that teamwork, understanding, respect for diversity, and problem solving are essential skills for success in the modern workplace. This makes student interaction and cooperation a necessary component of learning.

Teachers must continue using the target language of instruction, as no translation or code switching is allowed. When student comprehension is limited or breaks down altogether, they may converse with their table group for understanding. This model allows students to alternately be teachers and learners whenever the situation demands it.

A focus on literacy is a key element in any strong program. Students in our dual language program have access to a wide variety of books in multiple languages. Our library has books in Spanish, English, Japanese, German, Russian, and Chinese. There is no "bilingual" section separate from the English books, so students feel comfortable checking out books that seem interesting to them, and not just the books that have been deemed "appropriate" for them. In each classroom, teachers have books available for students in various languages as well. Thanks to a recent increase in children's literature, there is an exciting abundance of excellent stories published in English, Spanish or in bilingual editions. Also, students and teachers have ready access to quality translations from around the world. These stories are written for all reading levels, and touch such themes as respect, friendship, struggles, tolerance, and acceptance of diversity. Needless to say, quality children's literature forms an integral part of literacy on our campus.

The increasing need for media literacy is especially important to students in a dual language program. Students who are studying to master multiple languages need to learn to be critical of their sources in as many languages. If they are to become fully literate, compete in business, or work professionally using more than one language, they need to understand reading and language from multiple points of view. With the increased accessibility to the Internet, our students have opportunities to explore language on the World Wide Web, and share their experiences with their classmates. Most classrooms, as well as the library, have direct access to the Internet, and many of our teachers choose to integrate this medium into their instruction. Students research information of interest to them, selecting their sources carefully, and strive to read between the lines. Teachers facilitate and foster these skills through in-class discussions and debate.

Our school is conveniently situated along the Mexican-American border. I say "conveniently" because the location gives our community a natural diversity. It provides a natural resource of language and culture that is plentiful, yet often untapped by



Dual language immersion is a viable way to teach all students.

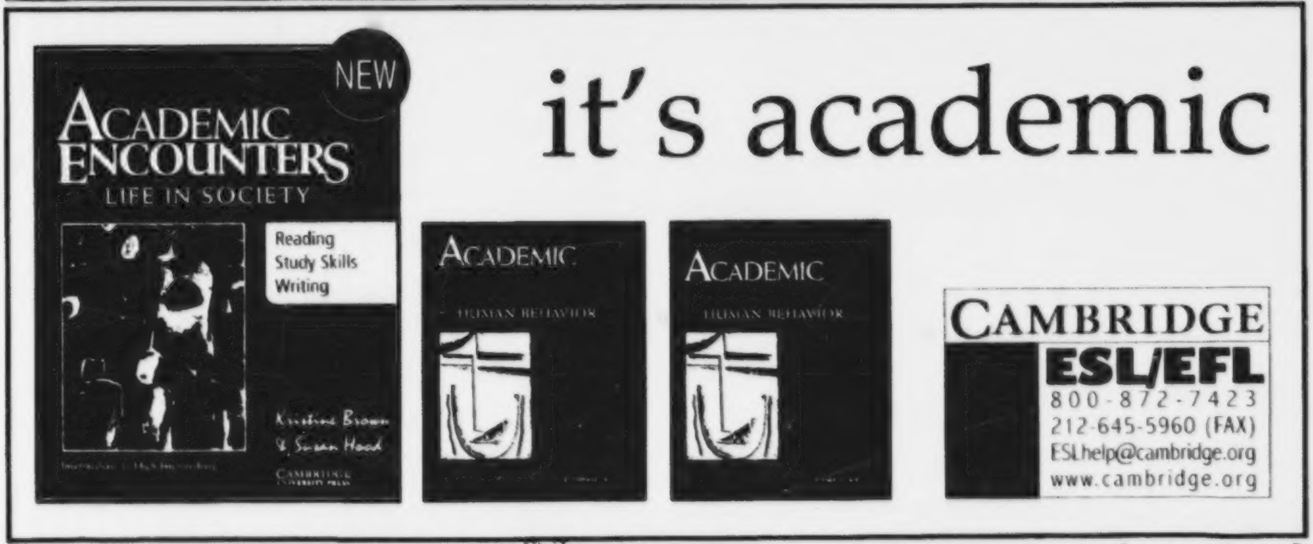
the border community. Students in our program have participated in cross-border experiences with our neighboring city, Ciudad Juárez. Also, many of our teachers are from Mexico, or have been educated in Mexico. Over 90% of our staff are bilingual, so the students have mentors who value the use of multiple languages.

One of the key elements in the success of our language magnet program is the fact that it has been implemented throughout the school. Notes to parents, such as homework and school flyers, are sent home in bilingual versions, reinforcing the fact that both languages are valued for the purpose of conversation and learning. Student performances, regardless of the language in which they are presented, are well attended and enjoyed by parents, grandparents and community members alike.

Dual language immersion is a viable way to educate both limited English students as well as native speakers. As educators, we must have high expectations for students while we give them opportunities for collaboration and sharing. In addition, we must hold high expectations for our community and fully develop the resources that are available to us. They will come to understand each other in ways we cannot imagine.

El que es bilingüe vale por dos. ■

Paul M. Kienlen and Alicia R. Chacón teach at the International School, El Paso, TX.



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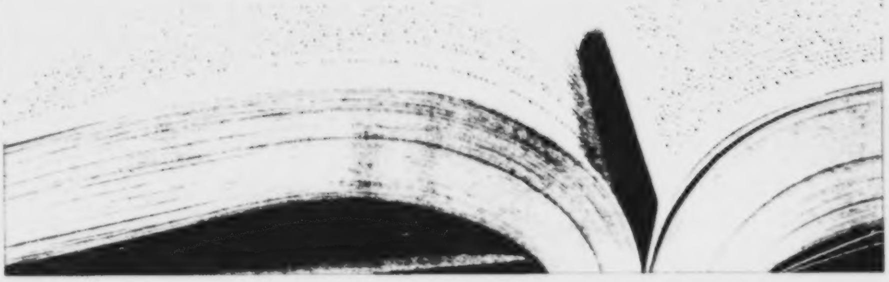
OUR LIVES AS

Michael Erard believes that the linguistic autobiography can be a valuable tool in the language classroom



Shake the nearest syllabus of a linguistics course, and what you'll likely find is an assignment to write a "linguistic autobiography." But although the linguistic autobiography fits well with contemporary approaches to teaching languages, it is not often used in the language classroom. So why do linguistics teachers find it useful, and how can it be applied to settings where specific languages are taught?

Language is like air. For most people, it is transparent and intangible. The linguistic autobiography is the best way to make language visible and concrete. It does this by underscoring an important, if neglected, aspect of language—that it is, above all, a lived experience. Some experiences are shared, others are idiosyncratic, yet they are more definitive of language than any list of words, set of grammar rules, or formal system can ever be. This is one reason why the linguistic autobiography has become a quiet but powerful addition to American literature: Richard Rodriguez's *Hunger of Memory*, Alice Kaplan's *French Lessons*, and Eva Hoffman's *Lost in Translation*. These authors make language personal and concrete, telling tales of language from the inside, from a speaker's perspective. We still need linguistics courses to learn about the structures and systems of language. But these stories are more immediate and more gripping.

Before teachers of linguistics look at language from the outside—from an analyst's point of view—they like to get students to articulate the insider's view of language. This has a number of advantages, according to Leanne Hinton, who assigns the linguistic autobiography at UC Berkeley. "Once [students] have written the autobiographies, it is a great discussion topic to share experiences and see what patterns of commonality emerge," says Hinton.

Lee Campbell, from Valdosta State University in Georgia, says, "The [linguistic autobiography] gives me a way to push these kids to reflect on, for example, language varieties before they go out into the schools and encounter varieties about which they might have all kinds of misconceptions and presumptions." Teaching formal linguistics isn't important for many students, Campbell adds, particularly those who are going on to be teachers. "They need to grasp how linguistics applies to their lives and the lives of their future students," Campbell says. The linguistic autobiography became "a way of finding out what our future teachers lack and need in the way of education about the language."

Mai Kuha, who teaches a language and society course at Ball State University, says, "Generally groups of students at this university do not look very culturally diverse. When I first walk into a classroom the initial impression is of a room full of 19-year-old white, middle-class women called either Jennifer or Sarah who grew up somewhere in Indiana."

"Their linguistic autobiographies, however, make it clear to me that there are different backgrounds and experiences under the surface," says Kuha.

The linguistic autobiography "provide[s] an excellent opportunity for students to examine major influences on their use of language and how their attitudes toward others' use of language were formed—and then, later, to formalize some of their observations, once they know something about lexicography, syntax, etc.," says Berkeley's Hinton, who has researched heritage languages using linguistic autobiographies written by undergraduates. A variation of the linguistic autobiography is a sort of "linguistic ecology." William Schiffman at the University of Pennsylvania asks students to write about the languages spoken around them. "I wanted them to see that they were surrounded by a bath of ambient language(s) not the same as their own, and that they interacted with it in some way," he says.

My own experience with the linguistic autobiography involves a student I'll call Ari. He was an Israeli-American, older than the other students, who disdained the assignment—not because he didn't want to do it, but because he didn't believe his classmates could. Ari talked with a swagger in several languages: Hebrew, his first language, and English, his second. At 18, he had returned to Israel for military service and picked up a rough-and-tumble Arabic; when he finished, he drifted around the world for a year, living on the streets of Tokyo selling handmade jewelry and learning Japanese.

"I can fill five pages with my life," he told me. "I could even fill ten pages. But how much are the other students going to be able to say?" When he announced his doubts to the class, I winced. But no one shouted him down. No one even flinched. As someone told me later, they thought he might be right. We spent an entire class period reading and listening to five page-long linguistic autobiographies, all of us startled by the detail and the intimacy of struggles and prides that had never been told before. One student wrote

LANGUAGE

about the indignities of his speech impediment—not his pronunciation of [r] itself, but the fact that a speech pathologist came twice a week to pull him out of class. Another young man wrote about coming to Texas from Chicago for college and discovering the utility of "y'all." Another student recalled the time she heard her father speak in another language for the first time and realized he had lived a more international life than she'd known. Another student wrote a poignant essay about her Japanese mother as a mystery; one young woman talked about standard Spanish as a source of conflict in her parents' marriage. Her mother spoke it, her father didn't, and she didn't speak any—her father's working class family made fun of her Spanish.

> "Writing and sharing linguistic autobiographies is the foundation of knowledge and respect that is necessary for a tolerant multilingual society anywhere."

These are familiar narratives whose power is in the particulars, especially when the author is sitting across the room from you. The most impressed student? It was Ari. "I didn't think I'd learn anything about you," he told his classmates, "but I did."

In my mind, the linguistic autobiography is valuable because it acknowledges the subjective "inside" of language. When we read or hear others' stories of their lives in language, it broadens our sense of the world and generates sympathy and respect for them. To the language teacher, it offers much the same benefit: a method of showing language students the as-yet unexplored "inside" of a new language. Once students have articulated how their identities came to be shaped in their native languages, they might readily understand the implicit goal of learning a new language: to build for one's self a new identity, a new story, and a different history. An abstract goal, it is difficult to teach. It also makes for a promise that's difficult to articulate, much less keep.

Yet in language classes where the teacher shares fluency in a language with students, a linguistic autobiography of their native languages would give students a sense of where they've been, and where they're going. It imports into the classroom a way of talking about the identity—or identities—that operate in many different communicative contexts. Even beginners could be tasked to keep track of their relationship to their growing vocabulary and grammatical intuitions. What is important isn't what they know, but how much they are personally invested in knowing.

The assignment could also be used to evaluate, in a loose way, the effectiveness of a language class or program. After all, speaking a language is not solely about remembering lists of words or consistently applying grammatical rules, it's also about developing a new identity. So if a student reports that he or she has no new sense of identity, or that it's indistinguishable from a student identity, then it's safe to say that it's time to rethink the teaching. This may be particularly true for English as a Foreign Language settings where teachers want to encourage students to learn English as well as learn to critique the global role that English plays.

In the U.S., the linguistic autobiography has proven useful in classes that gather speakers of a language with widely varying experiences in that language. "When it comes to teaching Spanish to native speakers," says Maria Carreira, a professor of linguistics at California State University at Long Beach, "linguistic autobiographies are of the highest importance."

The reason she explains, is that such classes typically group students who have diverse needs, skills, and goals. Their literacy levels differ widely, as do their abilities to do academic work and their attitudes about Spanish. They also have various reasons for studying Spanish: to reconnect with ethnic roots, or to gain an economic advantage as a bilingual. In such a class, writing and sharing linguistic autobiographies puts everyone on the same page. "Student autobiographies make it possible for teachers (and students as well) to understand these needs and goals," Carreira said.

Some have also found it useful in other types of mixed classes. In her freshman seminar at Berkeley, Claire Kramsch encourages students to write linguistic autobiographies that code-switch. "I have found that it has given the non-native students who often feel quite disenfranchised or impoverished at not being native speakers of English, a renewed sense of pride and literary power to experiment with different styles of autobiography and different languages in one and the same text," she says.

One might argue that the linguistic autobiography has problems—that it puts too much faith in the individual self, a Euro-American middle-class value and concept. One might also argue that acquiring knowledge is more important than developing one's own philosophy of knowledge. Writing a linguistic autobiography cannot substitute for a well-designed curriculum, but the autobiography is one of the best ways to give shape to the reasons for studying other languages and the structure of language.

There is one overarching value to the linguistic autobiography, which is its civic role. Writing and sharing linguistic autobiographies is the foundation of knowledge and respect that is necessary for a tolerant multilingual society anywhere, particularly in the U.S., where the mainstream has adopted a view of itself as monolingual—in resolute ignorance of the American past. If linguistics in its formal sense is good for anything, it provides people with the tools for interpreting their neighbors' linguistic autobiographies. Then, ideally, they extend the sympathy and respect that they would like others to extend towards their own lives in language. ■

Michael Erard has written about language for Lingua Franca, the Atlantic Monthly, and Legal Affairs.

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In the first part of her series on American accent training, Ann Cook solves the puzzle of intonation

I once went to a doctor who said, "I will be getting the Thermo Meter now." Even knowing what I know about second accent acquisition, when it came to metering my therms, I wanted him to call it a thermometer.

Why? A standard accent establishes a common bond of communication, and as a patient, I wanted to hear what he was saying, and not be distracted by how he was saying it.

What is an American accent?

To Americans, there is a variety of regional accents, from the well documented flat As of Boston to the consistently dropped Gs of ing in the southern states. A standard accent, however, is what would be considered "non-accented English" by the average American. It's what they use on national television programs. The northwest is considered standard.

There are two very real perspectives from which to look at this question—linguistic and cultural. Let's look at linguistic first.

We need to distinguish accent in particular from English in general—which encompasses grammar, vocabulary, syntax, and accent. Let's look at the English language like a big house… a duplex, in fact. Imagine that on one side of this duplex, you have a bunch of engineers (and we're totally playing to stereotypes here), so the place is neat, orderly and quiet. All the drawers are labeled, and no matter when you visit, everything is always the same. This side represents grammar, vocabulary and syntax. Now, on the other side of this duplex, you have an artist's colony. It's colorful, noisy, chaotic, and every time you go, everything is completely different. This side represents accent, and is why people are reluctant to teach accent, as it seems so arbitrary. However, it's only apparently chaotic. There is as much structure to accent as there is to grammar.

"The mistake is to make the leap to stressing all function words all the time, and unwittingly sounding like a pre-school teacher talking to a room full of unruly 4-year-olds."

There are three major components to an American accent: Intonation, word connections and pronunciation. People tend to equate accent with pronunciation, but the actual morphemes and phonemes are only limited elements of speech. Intonation, or speech music, is by far the most important and the most varied. Americans intuit these rhythms in childhood and are amazed that they can be codified and predicted. If an American says a complex intonation sentence such as, "Three fuzzy little poodles were eating dirty old hambones," chances are, he'll nail the rhythm pattern effortlessly, regardless of his region within the U.S.

Teaching it, however, is another story. What happens when we go to teach what we know so well? For one thing, "knowing something" and "knowing what you know" are two different things. The more you repeat a sentence, the more the stress shifts around—into scads of logical, plausible, and indeed, true possibilities. What generally happens next is that the well intentioned ESL teacher tells the student to slow down and articulate every word very clearly. Just. Like. This. And then the student is surprised and disappointed when no one can understand him. Other times, the instructor may be familiar with the concept of function words.

The Fallacy of Function Words

It's true that nouns and verbs are function words. It's also true that we stress function words in English. The mistake is to make the leap to stressing all function words all the time, and unwittingly sounding like a pre-school teacher talking to a room full of unruly 4-year-olds. There is a wonderfully simple pattern for teaching intonation.

Teaching Intonation

Start with a simple Noun-Verb-Noun sentence, such as *Dogs eat bones*, a personal fave of mine. The main information in English is borne by the nouns, so you would say, "Dogs eat bones." Let's get rid of the nouns, and watch the second default take over, "They eat them." Unless there's an element of contrast, we don't stress pronouns in English. These two patterns will take you a long way. However, dogs and bones are simple nouns, and since this isn't a simple world, we need to look at complex and compound nouns.

Descriptions and Compound Nouns

The next step is to modify the noun by adding an adjective. The noun still carries the brunt of the information, so you have familiar combinations such as *good idea, nice guy* and *little poodle*, where the stress falls on the second word. These are descriptions. On the other hand, when you put two nouns together, you're indicating a whole new concept, and this is reflected by a shift in the intonation to the first word, *paper clip, ice cream, hambone*. These are compound nouns.

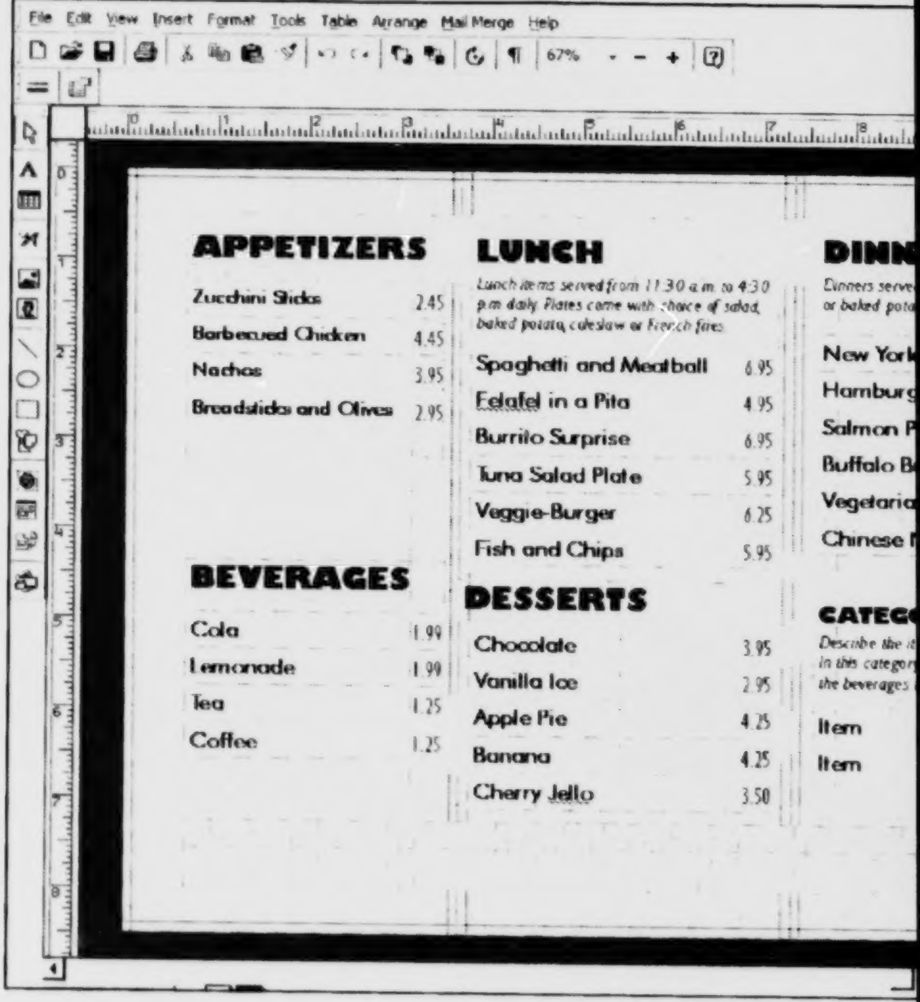
This small amount of information will allow you to go from *Dogs eat bones*, to *Little poodles eat hambones*, feeling fully confident of the whys and wherefores of the stress placement. Because there's a rhythm to our phrase build up, you can modify both nouns again, and the new adjective will be the opposite of the word next to it. For instance, little is not stressed, so fluffy will be—*fluffy little poodles*. Ham is stressed, so old won't be—*old hambones*. Modify again, and the same phenomenon happens in reverse: *three fluffy little poodles* and *dirty old hambones*.

Intonation is the first of the accent triad. In future, we'll go over word connections and pronunciation. Then, we'll tackle the culture aspects of the American accent. ■

Ann Cook is the author of American Accent Training and a world-renowned expert on accent acquisition.

A regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their particular platform.

For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.



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or baked pota

New York
Hamburg
Salmon P
Buffalo B
Vegetaria
Chinese

CATEG

Describe the it
in this categor
the beverages

Item
Item

Project #16: Conversation Cafe:

Students use Microsoft Publisher to make their own restaurant menus and practice ordering food, asking for recommendations, checking for comprehension, and discussing prices.

This project is appropriate for High Beginners, Intermediate students and others who need practice using articles, count and non-count nouns, names of common food items, and conversation practice emphasizing ordering skills, asking for recommendations and descriptions of menu items and expressing preferences. Students should have experience with basic typing and formatting techniques with Microsoft Word and have been introduced to the grammatical structures and vocabulary they will be using.

Step 1) Preparation includes creating a "model" that students can use as an example. The model for this project should look something like the illustration above. You create the model using the "Publication Wizard" for Menus found in Microsoft Publisher. You choose a prepared format and fill in your own information. Note that the menu in the wizard is a two-sided project, but you only have to do one side for the project to be effective. Students will use the basic outline of the menu found in the wizard and replace the menu items and prices with items of their own choosing.

Step 2) Introduce the project to the class by reviewing the basic idea of a menu and showing several examples of real menus that you've brought in or menus created by students in previous semesters.

Step 3) Review highlighting and deleting or replacing text. Demonstrate how "Wizards" work and how to pick the menu format you indicate in the wizard. Repeat all of the actions several times. Have students call out the steps of the process as a comprehension check before assigning a student or students to the computer to work on their own projects.

Step 4) Students work on their own menus. They can create lists of menu items and prices on paper before they work at the computer.

Step 5) As students complete their work, check the final product and save it again. Print out a copy for the student. Don't forget to print both sides if they've done both!

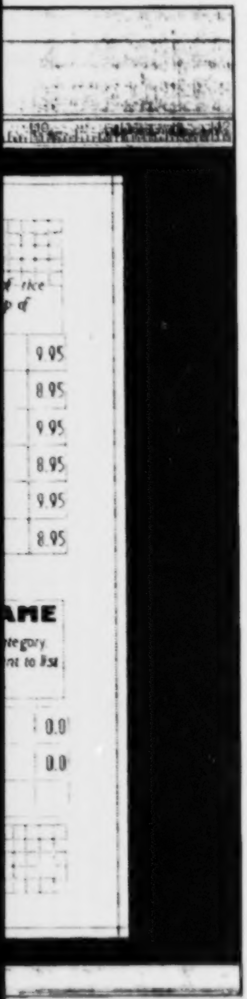
Step 6) Introduce several sample conversations demonstrating the grammatical patterns and communicative skills you want the students to practice.

Step 7) Once the menus have been printed, the students work with a partner or partners to practice the conversations and grammatical points. The restaurant setting lends itself to conversations with multiple roles.

Step 8) Create a mini-restaurant or café in the classroom with tablecloths, place settings and decorations, aprons and "order pads" for the waiters. Choose students to play the roles of waiter/waitress and customers and practice new conversations using different menus.

Step 9) For authentic practice, organize a field trip to a local restaurant!

Remember, that while producing the menus gives the students lots of opportunity to write English, the major focus of this project is using the menus to practice conversations.



Sample Conversations:

Student 1: *What do they have?*
Student 2: *They have steak, pasta and fish.*
Student 1: *What do you want?*
Student 2: *I want a hamburger, a salad, an ice tea and some ice cream.*

Customer: *How much are the specials tonight?*
Waiter/Waitress: *The chicken special is $8.95 and the fish plates are $7.25.*

Waiter/Waitress: *Good evening. Would you like to start with something to drink?*
Customer: *Yes. I'll have a cola and a glass of water.*
Waiter/Waitress: *Here are your menus. I'll come back in a few minutes.*
Waiter/Waitress: *Have you decided what you'd like?*
Customer: *I'll have the New York Steak and a salad. What dressings do you have?*
Waiter/Waitress: *We have many kinds of dressings: Thousand Island, Italian, Ranch and our "house" dressing.*
Customer: *Thousand Island please.*

Customer: *What do you put on your hamburgers?*
Waiter/Waitress: *Lettuce, onions, tomatoes, pickles and our special sauce. How would you like your hamburger prepared?*
Customer: *I prefer well-done. Can you recommend a dessert tonight?*
Waiter/Waitress: *The chocolate cake is always delicious.*
Customer: *I'll have a hamburger with everything on it, the chocolate cake and an iced tea.*
Waiter/Waitress: *Ok, that will be one hamburger well-done with everything on it, chocolate cake and an iced tea.*

Tips for working with computers and beginning students (individually at the computer or in groups)

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes.
- Be patient since the same student is also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a folder to help you organize the completed projects. For this project, call the folder "Menus". As each student finishes, save the project in the same folder. You can also create a "Menu booklet", which is simply one document with all of the students' individual menus pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. ■

Barry Bakin is an ESL teacher and teacher advisor in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center and trains ESL teachers to integrate computers into ESL instruction.

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ONLINE SUCCESS

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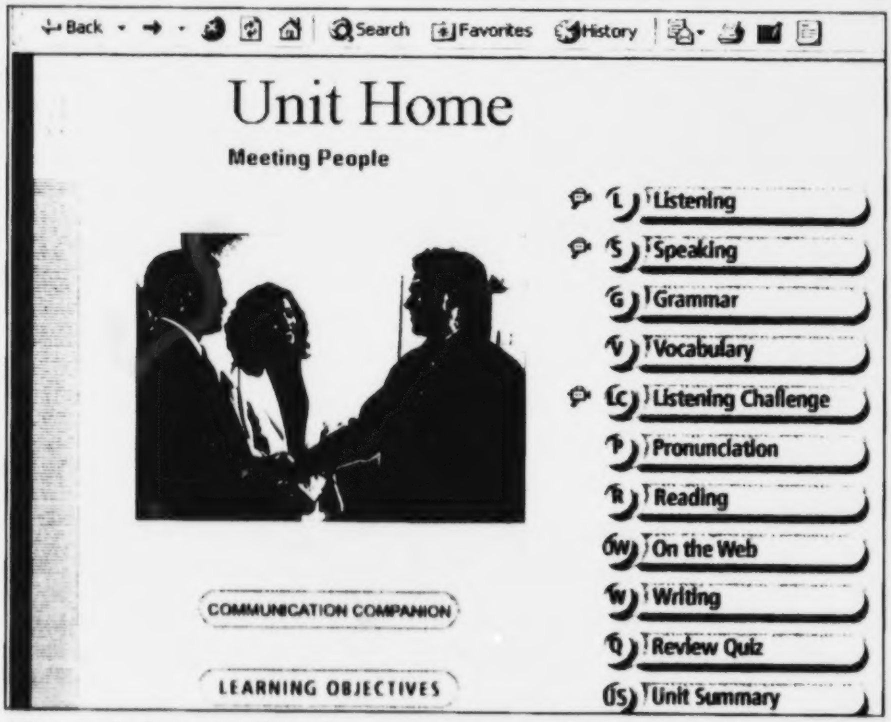
LONGMAN ENGLISH ONLINE LEVEL 1 is the first level of a four-level online course that can be used in conjunction with an existing teacher-directed course or independently by learners in a "distance learning" type program. The course is structured around a series of videos that students view and which then form the basis for a wide range of exercises providing practice in listening, speaking, reading and writing. Print materials focusing on fostering conversation practice (worksheets, games and exercises) are available to download as .pdf files for each unit.

The link to the print materials is conveniently located on the first page of each unit. Additional exercises and practices are tied to authentic websites. Students choose a specially selected pre-screened website in order to complete questions related to the unit.

The course is embedded within a complete online management system with a "Whiteboard" for posting messages, "Discussion Board" for posting and responding to student comments, E-mail area for sending messages and submitting assignments to an instructor, "Chat Room" for real-time discussions, and a database for student records. (This reviewer was not able to gauge the efficacy and functioning of the management system at the present time so comments will be restricted to the course content.) Additional support materials include a scope and sequence chart, an online Teachers Guide, an online dictionary, glossary and grammar reference section and ongoing assessment in the form of quizzes and the possibility of companion placement and "pre-" and "post-" tests. Online documentation is provided in English and eight other languages.

It is immediately evident that production values for the entire course were set very high. The videos feature professional actors with clear and easily comprehensible speech. (Promotional materials state that the entire course is available in both American and British English.) The actors and actresses represent a variety of ethnic groups and ages with the exception of seniors. Gender roles are not stereotypical. Navigation within the site is easily comprehensible with clearly labeled navigation tabs and buttons.


Back
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Pronunciation
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On the Web
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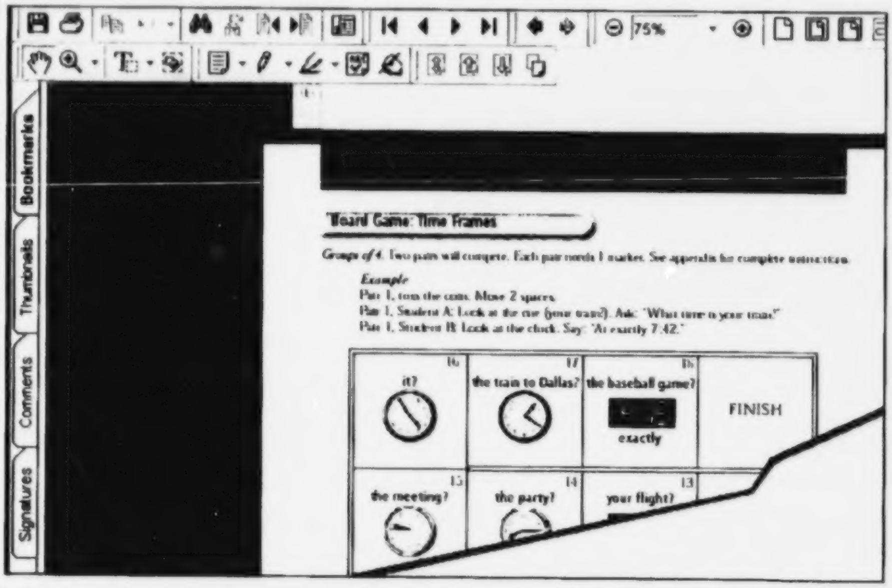
Review Quiz
Unit Summary
COMMUNICATION COMPANION
LEARNING OBJECTIVES

Unit Home

Meeting People

Click on the button labeled "communication companion" (pictured above) to download the worksheet s for this unit. The worksheets open as .pdf files using the Adobe Acrobat Reader software (below).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the meeting?
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the party?
13
your flight?

Board Game: Time Frames

Each unit features a variety of computer-based practices including "drag-and-drop", "fill-in", "multiple-choice" and "focused-listening" and "role-play" exercises. There are many opportunities for students to record their own voices and compare their production to the video model. A very nice feature of the role-play component is that during playback of the role-play the perspective of the scene changes so that the person playing

continued p.38

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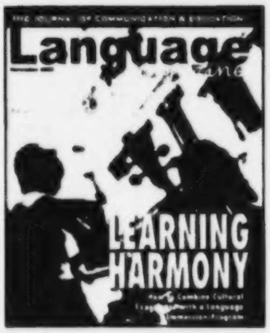

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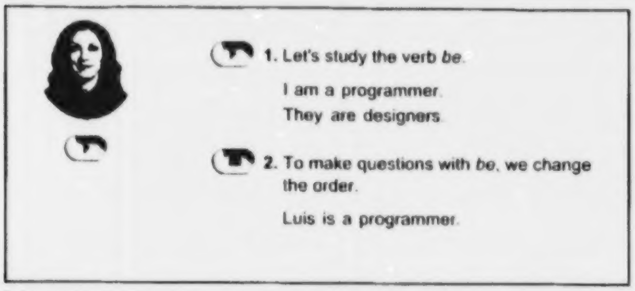
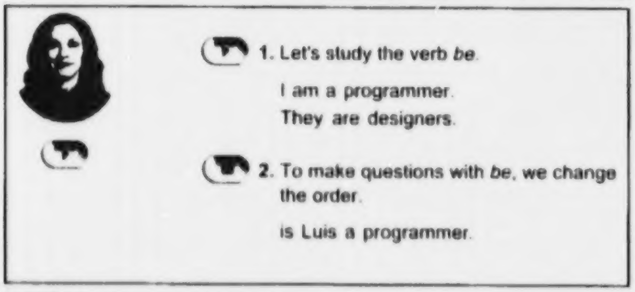


1. Let's study the verb *be*.

I am a programmer.
They are designers.

2. To make questions with *be*, we change the order.

Luis is a programmer.



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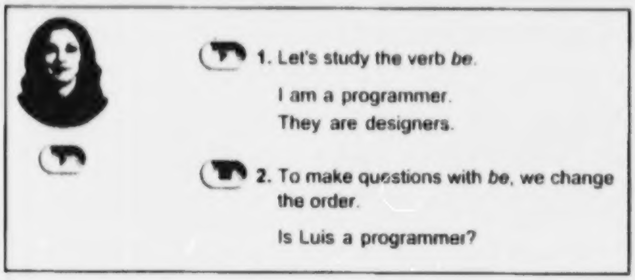
2. To make questions with *be*, we change the order.

is Luis a programmer.



1. Let's study the verb *be*.

I am a programmer.
They are designers.

2. To make questions with *be*, we change the order.

Is Luis a programmer?

(Top Left) Students are introduced to changing a declaration to a question. Note the "Coach" at the left. Clicking on the "play" button will start a video explanation. (Middle Left) At this point in the animated explanation, the "is" in the sentence has shifted to the appropriate location and has changed color. (Bottom Left) The sequence is completed when the "i" is capitalized and the period changes to a question mark.

from p.36

the role seems to be facing the person they are "speaking" to. When you change roles, the scene shifts and the other partner in the conversation is now in view. Students who have been weaned on television and movies will feel right at home as the perspective shifts.

"Coaches," video clips of an "instructor" providing introductions to the lesson, tips, and explanations appear frequently as you move through the course. Grammar explanations are often animated, so after the verbal explanation (you click on a button to hear the viewed explanation read aloud), you can see the transformation take place visually.

Pronunciation instruction is also animated with the sizes of the typefaces changing to emphasize stress.

My adult immigrant students who sampled the units felt that the course was very well done, maintained their interest in the lessons, and was easy to use. They especially felt that there were a lot of opportunities to practice speaking and listening to their own voices. Having the opportunity to use the authentic websites as sources of reading material was also appreciated. The students could easily determine that the English they were reading on the websites was "real-life" English. Finally, when asked if they would recommend the course to other students they responded affirmatively.

As mentioned above, the actors and actresses speak clearly and competently. In fact, one possible criticism is that the actors portraying language learners seem to speak too well, demonstrating an unrealistic grasp of the language for the learner level they appear to portray. This minor criticism also extends to some of the explanatory language used to explain grammar points, or various areas of the website itself. The images and settings are also decidedly "upscale": well-groomed and attractive young people who wear nice clothes, have good jobs or attend university and college classes, eat out at restaurants, and live in spacious, well appointed houses. While this may not present any issues for most learning environments, certain institutions thinking of adopting this program will want to view the videos and evaluate the conversations keeping the appropriateness of the images and conversations as they relate to their own typical student in mind.

There are some limitations related to the computers and hardware. The major one is that the course does NOT run on the MAC platform or with Netscape browsers at this time. The recommended minimum hardware/software requirements call for a Pentium II processor, 233+ MHz, 64+ MB RAM, Internet Explorer 4.0 or higher (In Asia 5.0), and a minimum 56k or higher Internet connection. The Internet connection used for this review was a high-speed line. Institutions without a high-speed connection will want to test the product at their own locations to see if a slower connection significantly impacts the performance of the software and management system.

Longman have used their expertise and invested considerable resources to create a top quality course, which utilizes the latest technology to simulate very real learning opportunities with genuine interactivity. The formula is popular with students and I am sure that it will also prove popular with ESL/EFL teachers worldwide. ■

Barry Bakin teaches ESL Beginning High at Pacoima Skills Center, an adult school in the Division of Adult and Career Education of the Los Angeles Unified School District

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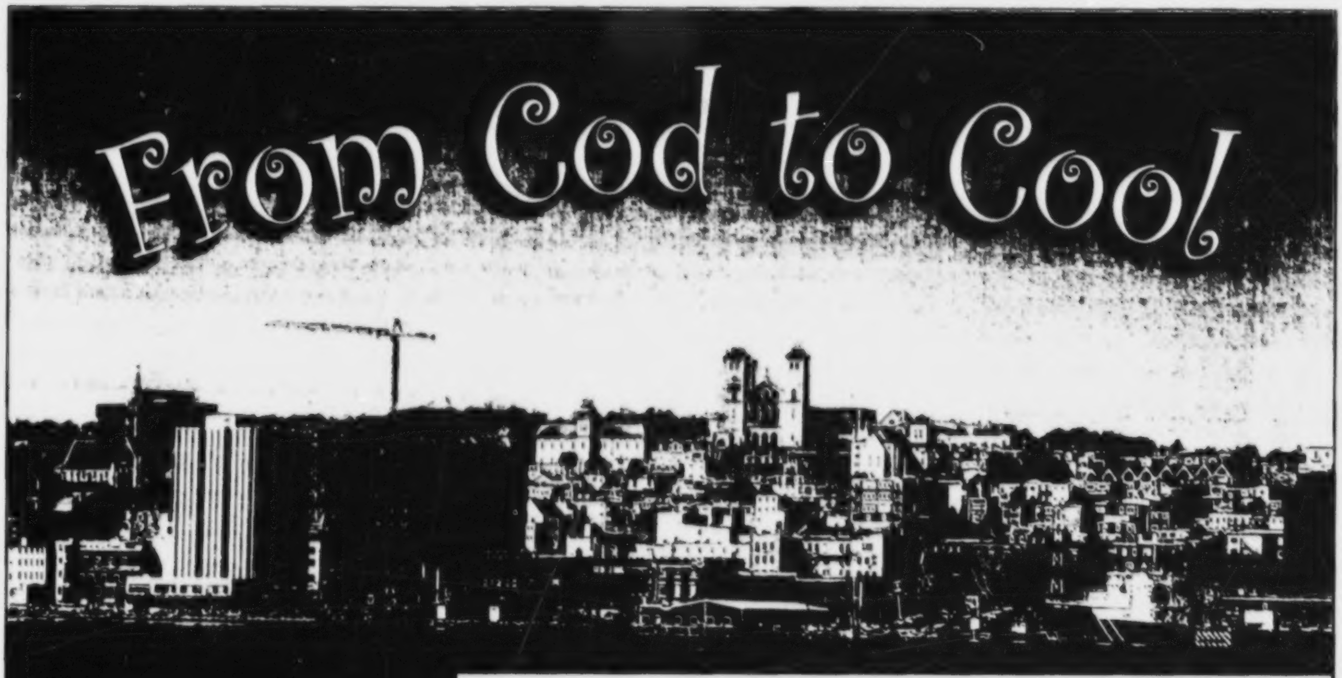
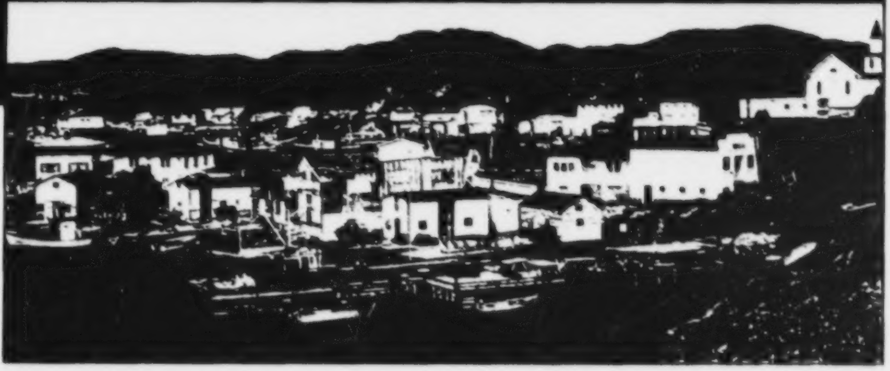
Sandra Clarke discusses the distinctive traits of Newfoundland English

From Cod to Cool





Newfoundland provincial capital St. John's (main picture) as seen from the harbour and a traditional Newfoundland fishing village. Photos: Sandra Clarke.

In 1949, the island of Newfoundland—along with its mainland and more northerly portion, Labrador—became the tenth and newest province of Canada. Of all regions of the country, Newfoundland/Labrador is linguistically the most homogeneous: approximately 98% of the province's total population of just over half a million speak English as their sole mother tongue. Yet the English spoken by the majority of Newfoundlanders represents a highly distinctive variety, one that exhibits many differences from standard Canadian English.

Historical Background

A British colony until 1949, Newfoundland has always maintained close ties with Great Britain. Indeed, the island boasts the designation "Britain's oldest colony," having been formally claimed by the British crown in 1583, to ensure control of the rich cod-fishing grounds of the Grand Banks. Although settlement was sparse until the end of the 18th century, it has been continuous since the first decade of the 17th century. Up to the middle of the 20th century, (when the government imposed a resettlement program that reduced the number of communities by about a quarter), Newfoundland's small population was scattered in approximately 1300 tiny "outport" fishing communities on the island's long coastline, many of them accessible only by boat. Since the collapse of the inshore cod fishery at the beginning of the 1990s, small outport communities are once again in danger. The loss of their principal source of livelihood has resulted in considerable out-migration—not only to the provincial capital of St. John's, but also to the more prosperous provinces of the Canadian mainland. Lack of a secure economic base has resulted in very little in-migration to the island for well over a century.

Much of the English-speaking founder population of mainland Canada consisted of Americans who moved north around the end of the 18th century, after the American War of Independence. Newfoundland experienced none of this wave of settlement, however. From the 17th to the mid-19th centuries, its European founder populations came directly from two narrowly defined geographic areas: the southwest or West Country of England, and the southeast counties of Ireland. The relative geographi-

continued p. 42

Advertisement

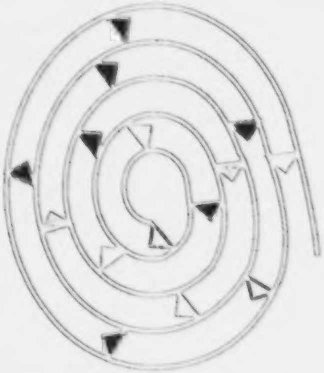
New Technologies in Language Education: Opportunities for Professional Growth

by Michael Rost

Michael Rost has been active in teaching and teacher training for over 20 years. He has taught in West Africa, Japan, Southeast Asia, England and the U.S. He specializes in oral language development and learner strategies, and has a particular interest in links between self-access learning and the classroom. He has written several articles and books on teacher training, including *Teaching and Researching Listening* (Longman, 2002).

One of the most satisfying aspects of language teaching is that it offers continuous opportunities for personal and professional evolution. Because language teaching involves an integration of psychology, sociology, linguistics, education, and instructional design, there is *always* something new on our horizon. We are continually presented with new options and fresh technologies *of all sorts*, with the promise that some of them just might improve our teaching. The challenge lies in remaining aware, evaluating what is genuinely new, incorporating what is helpful, and assessing the effects on our students' learning.

I personally have come to enjoy this evolutionary aspect of the profession and liken my own development as a language teacher to a journey along a spiraling pathway. Like all language teachers, along this journey I have come upon frequent opportunities to explore and take on innovations in my teaching practice. Each encounter, each decision constitutes a forward step in this excursion.



Longman English Success, Los Angeles 4/2002
Michael Rost language teaching map

I view new teaching ideas as one of three types: hard technologies, soft technologies, or instructional technologies. What I mean by "technology" is simply "a way of accomplishing something." For the teaching profession, this almost always translates into one of four goals:

(1) giving students real opportunities to learn and helping them learn more effectively,
(2) increasing the enjoyment of language learning,
(3) improving students' ability to become better language learners, or
(4) making our own teaching more enjoyable and rewarding.

Hard technologies are the *physical tools* we use in our teaching: chalk, magic markers, blackboards, whiteboards, notebooks, chairs, audio players, video players, video cameras, computers. In addition to these tangibles, hard technologies also include *delivery systems*, particularly electronic tools: tapes, discs, CD-ROMs, email, websites, chat rooms, discussion boards.

Soft technologies constitute the *actual content* of our communication, the *form* of the interaction that we use in our teaching. Selection and use of soft technologies come closer to what most of us consider the act—and the art—of teaching. Many teachers, when asked about the tools that have improved their teaching will cite the softer technologies: actual course books, grammars, reference books, particular video and audio tapes, and specific websites that enhanced their teaching—and their students' learning.

Both hard and soft technologies tend to grow on us. The more we use them—the more the technology "matures"—the more we tend to take the technology for granted. The technology becomes both essential—we think we just *couldn't* teach without it—and invisible—we just assume it will always work for us. We actually *need* technology to become invisible for us before it does really work; otherwise we are simply preoccupied with getting to know the tools and distracted from our *goals in using the tools*.[1]

Although developments in hard and soft technologies are often intriguing and inspiring, the most interesting and most important decisions in language teaching come at the level of ***instructional technologies***. These are the theories, models, techniques, and strategies that we develop and communicate in and through our teaching. In my own career (which includes many "technology-poor" contexts), I think back to my important "discoveries"—that is, discoveries for me, even if the ideas had been around for ages. In my case, key discoveries were the theory of communicative language teaching, the model of the functional language approach, the techniques of cooperative learning, the teaching strategies for developing learner autonomy.

Now, as we are faced with an emerging wave of internet-based hard technologies, it seems that the metaphors for evaluating and adapting innovations may have shifted. We currently are faced with developments that just five years ago would have seemed implausible: e-learning applications, smart libraries, asynchronous threaded discussion sites, synchronous multi-user virtual environments, interactive presentational media, video-conferencing, instructional media frameworks, interactive assessment, and online communities.

There's been a true proliferation of *potentially* useful ideas, ideas that can improve our teaching. But have these new technologies altered *the way* that we should evaluate and adopt innovations in language teaching? Actually, they haven't—or they shouldn't. The paradigm for how successful educators make decisions is the same. We as teachers must *sample and evaluate* the technologies, to *find out for ourselves* if they serve our goals: Do they give learners more opportunities to learn? Do they help learners learn more effectively? Do they help learners become better language learners—more motivated, more satisfied, more self-directed, more "intelligent." And do they make *our job* easier, more enjoyable, more rewarding?

For me, the recent advances in the hard and soft technologies of internet-based learning tools and multi-media are exhilarating. And the tools themselves are not difficult to learn. Indeed, we must "make them invisible" as soon as we can, so that we can decide how well they serve our teaching goals. What is most exciting is the *instructional technology* that parallels these hard technology developments, in particular, the hybrid model of instruction that allows for an integration of out-of-class self-access learning with in-class teacher-guided learning.[2]

This integration of self-access learning and classroom learning is an important challenge in any educational enterprise, but it is a particularly crucial challenge in language education. How do we actually deal with the needs of students for social learning environments, for large numbers of contact hours, for massive amounts of listening, for focused communicative tasks, for guided feedback? Recent surveys of successful second language learners have suggested that most people—children and adults—need 200 hours of instruction a year, *just to show progress*.[3] Regardless of the actual number of hours any individual student needs to make progress, we do know that all learners need *social settings* which bring them in *frequent enough* and *sustained enough* contact with target language users to make language learning possible.

Internet-based learning tools present very real possibilities for enhancing both *the quantity and the quality* of this essential contact. These tools obviously represent a breakthrough possibility for amplifying instruction, but *how* will they help us? Essentially, I think these tools can help us *focus* our instruction, by letting us guide and monitor what learners do outside of class. When we guide learners in their self-directed learning — and the technology will *not* do this by itself — we can become more creative, interactive, and communicative with our learners in the classroom. And that's a step in the right direction.

References

[1] See Donald Norman, *The Invisible Computer*. MIT Press, 1999 < **http://www.jnd.org/dn.pubs.html**> for further discussion of this point about the need for "invisibility".

[2] See Philip Benson, *Learner Autonomy*, Longman, 2001 <**http://humanities.business-minds.com** > for a thorough discussion of hybrid models of language learning.

[3] This was from an address by David Nunan at TESOL 2002, Teaching Language to young ESL and EFL learners; see also, Lily Wong Fillmore, "Second Language Learning in Children: A Model of Language Learning in Social Context," in E. Bialystok, Ed. *Language Processing by Bilingual Children*, Cambridge University Press, 1991. <**http:www.humnet.ucla.edu/humnet/linguistics/people/grads/macswan/fillmor2.htm**>

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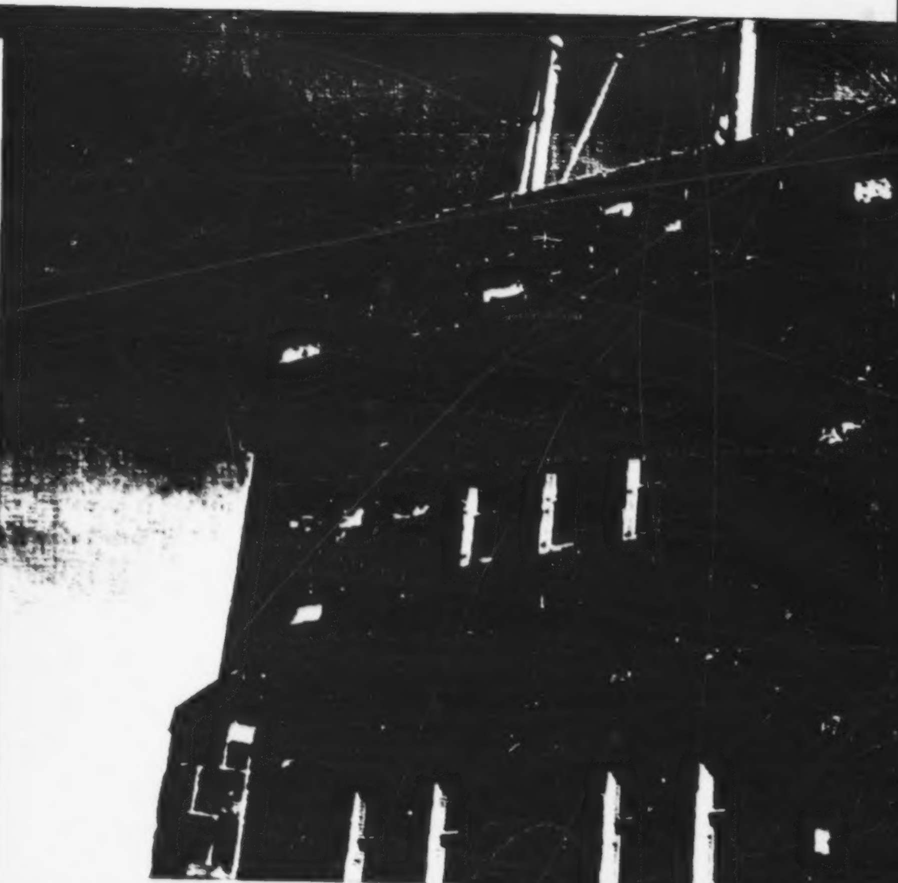
from p.39

cal isolation of the island, along with the lack of in-migration from diverse sources, are among the factors that have resulted in a very distinctive speech variety in present-day Newfoundland.

Characteristics of Newfoundland English

Many features of Newfoundland English can be traced directly to the linguistic heritage brought to the island by its earliest settlers from southwestern England and southern Ireland. Some characteristics are echoed in speech patterns found in various Eastern seaboard dialect enclaves with similar settlement histories, from North Carolina to the Caribbean. A number of features of Newfoundland English (particularly grammatical ones) display obvious parallels to conservative African American English (AAE) and Gullah. This suggests the preservation in all these varieties of certain features, which were more widespread in earlier English.

A resident of mainland North America (in local parlance, a CFA, or "Come from Away") would immediately be struck by the distinctiveness of Newfoundland English. To the mainland Canadian ear, though perhaps not to Midwestern Americans, the low vowels (those typically spelled with [a] or [o] in words such as cat/trap, start/park, cot/caught or Don/dawn) sound very fronted or "broad". Residents of Ontario have been known to (mis)interpret Newfoundlanders' pronunciation of John as Jan. Most Newfoundlanders do not make a distinction between the pre-r vowels in such words as beer, bear and bare, whereas many varieties of North American English make a two-way distinction. The same is true for such pairs of words as pour and pore, or lure and lore. Those Newfoundlanders who grew up in the heavily Irish-settled southeastern portion of the island, including the city of St. John's, do not exhibit "Canadian Raising" for the [ou] vowel in words like mouth ("mooth") and house ("hoose"). In this part of the island, however, the vowel in words like mug or tough is often pronounced with lip-rounding, as in Irish English. In addition, throughout Newfoundland, words like side and time are pronounced much like *soid* and *toim*, resembling the [oi] vowel articulation displayed by "Hoigh Toiders" on North Carolina's Outer Banks. For traditional Newfoundland speakers, whether of Irish or southwest English ancestry, the vowel written with [o] in the sequences [oi] and [or] may be unrounded, so that toy sounds like standard English tie, and north sounds like *narth*. For these speakers as well, the vowel sound in words like gate/day and go/though may be long and steady, pronounced (as it was in earlier standard English) as a single vowel rather than as the present-day standard diphthong, or dual-vowel sound.



Signal Hill located in St. John's, Newfoundland, Canada. It was named Signal Hill because it was used to announce the arrival of ships by a series of flags. Photo: Dianna Seidel.

The pronunciation of certain consonants is equally striking to visitors from "away." Newfoundlanders in the southeastern portion of the island often display two obvious Irish-like pronunciations of the consonants *l* and *t* after a vowel. the former (as in feel or pull) is fronted and "clear"; the latter (as in put or Saturday) has a distinct h-like quality. In those parts of the island settled by the southwest English, however, the most noticeable consonant feature is word and syllable-initial *h*, which may be deleted (e.g. home pronounced *ome*), yet at the same time may be inserted in words that in standard English begin with a vowel (as in egg pronounced *hegg*). The chief factor that conditions this h-patterning is syllable stress, as stressed syllables are more likely to insert the *h*. In all areas of the province, *th* is often pronounced in casual speech as *t* or *d* (e.g. thing as *ting*, and those as *dose*). In a few areas, when *th* is not syllable-initial, it may be articulated, as is also the case in AAE, as *f* or *v* (so that bath sounds like *baf*, and breathe is pronounced *breave*).

Many of the grammatical features of vernacular Newfoundland speech, while inherited from English and Irish source varieties, are not found in the standard English of today, and hence are often stigmatized. A number of these features have become obsolescent, in that they were last regularly used by speakers born by 1900. Some examples are *dee* (=thee) for you (sg.), and initial a- on past participles of verbs (e.g. *abeen, adrinked*). Many features, however, remain very vibrant. These include the use of -s as a generalized present-tense suffix for lexical verbs (*they runs every day, we wants three of 'em*)—a feature not confined of course to Newfoundland English, but also found in such varieties as AAE. Another robust feature is the use of the "after perfect," which was brought to the island by the settlers from Ireland, and which is regularly used as

"Throughout Newfoundland, words like side and time are pronounced much like *soid* and *toim*, resembling the *oi* vowel articulation displayed by *'Hoigh Toiders'* on North Carolina's Outer Banks."

an alternative to the more usual have perfect (as in *I'm already after doin' that for I've already done that*). There are a number of non-standard grammatical features which have been preserved in Newfoundland. Most of these are still quite current, at least among more traditional speakers in rural communities. A number bear obvious similarities to features found in dialects of AAE, and even Gullah.

The traditional vocabulary of Newfoundland is typically described as "colorful" by outsiders. The Dictionary of Newfoundland English stands as a testament to the multitude of terms that are in some way unique to the province. Many local lexical items have been preserved from their British and Irish sources, yet have taken on new meanings and forms. These include a host of items relating to the fishery, the weather, and local flora, fauna, games and activities. Over the years, many of these terms have been lost, as a result of a combination of factors including technological change, the decline of the fishing industry and loss of rural populations. While lads in outports may still describe a favorite springtime activity, jumping from pan to pan of ice in the harbor, in terms which differ depending on their region of the province (e.g., *copying, flip(s)ying, tabbying, jumping clumpers/clampers, tippying, ballycattering*), most traditional terms are no longer part of the active vocabularies of younger Newfoundlanders.

The Future

Most Newfoundlanders are ambivalent about the future of their speech. Quite a number profess pride in their dialect as a symbol of their cultural and ethnic identity. Yet many Newfoundlanders also harbor somewhat negative attitudes towards their speech variety, perceiving it to be of limited value in terms of socioeconomic mobility. Throughout the history of the island, Newfoundland speech has been identified with the low socioeconomic status of the vast majority of the island's residents, and as such has often been subject to negative appraisal by outsiders. In the words of one early 19th century visitor (Lt. Edward Chappell, 1813), "a stranger must not be surprised to observe a constant violation of the most ordinary rules of speech." Recent language attitude studies reveal that mainland Canadians view Newfoundland speech as the least "correct" and "pleasant" in the country. Inevitably, many Newfoundlanders have been affected by this negative stance, and would no doubt agree with the editor of a local newspaper, the Gander Beacon, who in 1982 wrote, "the dialect as handed down to us ... is misspelled, illiterate, and sloppy."

Such attitudes undoubtedly were at the root of the failure to adopt the dialect reading programs advocated by a handful of linguists and educators in the 1970s, when Newfoundland experienced its own "mini-Ebonics" controversy. The idea that incorporating local dialect features into early-grade reading programs would ultimately enhance children's' reading skills, as well as self-esteem, was met with an outcry from local parents, and the plan was put to rest.

Over the past decades, a fairly rapid linguistic change has been observed among younger generations of Newfoundland speakers. This typically takes the form of a greater tendency to incorporate more standard or supralocal speech features, to the detriment of local ones. For younger upwardly mobile urban residents of such cities as St. John's, this may mean the adoption of features of pronunciation that more resemble the North American norm, such as the loss of fronted *l* in words like pill and pull, and even the retraction of low vowels in words like dog and start. The inevitable result is a degree of dialect erosion among younger speakers. Yet the embracing of norms from outside the community does not in itself entail that local dialects are destined to disappear. Many younger Newfoundlanders do not abandon their home speech variety, but continue to use it on a regular basis with members of their ingroup. The result is recent generations of bidialectal younger speakers, who possess greater style-switching abilities than did previous generations.

Newfoundland English, though in large measure stigmatized, will undoubtedly remain vibrant for some time to come. Already there are the beginnings of an attitude change: oil revenues are bringing some measure of prosperity; Newfoundland's cultural brokers (musicians, entertainers, writers) are making their presence felt on the national and international stage. St. John's has recently been touted as a "cool" travel destination by several national publications. Perhaps some day soon, Newfoundlanders may also become, as we say locally, *some proud* of their distinctive linguistic heritage. ■

Resources: A bibliography of over 200 publications and papers on Newfoundland English can be found online at www.mun.ca/linguistics. *The Dictionary of Newfoundland English*, by G.M. Story, W.J. Kirwin and J.D.A. Widdowson (2nd edition, 1990, University of Toronto Press), is an invaluable resource for local lexicon. An online version of the dictionary can be found at www.heritage.nf.ca/dictionary. The Newfoundland Heritage website, which houses the dictionary, also provides a good source of information on the history and culture of the province.

Sandra Clarke, professor, Department of Linguistics, Memorial University of Newfoundland, St. John's, Canada.

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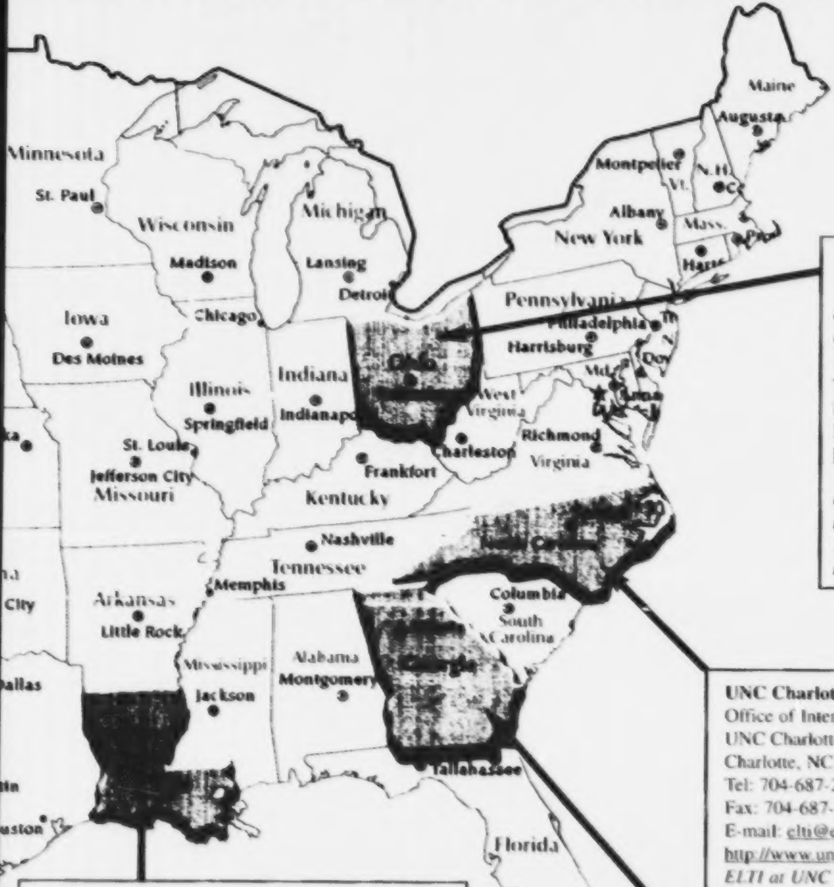
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The Okay Man is Gone

by RICHARD LEDERER

This past October 16, Allen Walker Read, a playful prospector of the American tongue, died at his home in Manhattan. He was 96.

A long-time professor at Columbia University, Read was the word detective who traced the word Dixie to an 1850 minstrel show, the word Podunk to an Indian name meaning "a swamp" or "a sinking" and the almighty dollar to the American author Washington Irving.

But he was best known for having hunted down the origin of OK, perhaps the most useful expression of universal communication ever devised. OK is recognizable and pronounceable in almost every language on earth. OK is so protean that it can function as five parts of speech—noun: "I gave it my OK"; verb: "I'll OK it"; adjective: "He's an OK guy"; adverb: "She sings OK"; and interjection: "OK, let's party!"

The explanations for the origin of OK have been as imaginative as they have been various. But Professor Read proved that OK did not derive from *okeh*, an affirmative reply in Choctaw; nor from the name of chief Old Keokuk; nor from a fellow named Orrin Kendall, who manufactured a tasty brand of Army biscuit for Union soldiers in the Civil War; nor from the Haitian port Aux Cayes, which produced superior rum; nor from "Open Key," a telegraph term; nor from the Greek *olla kalla*, "all good."

Rather, as Read pointed out in a series of articles in *American Speech*, 1963-64, the truth is more politically correct than any of these theories. He tracked down the first known published appearance of OK with its current meaning in *The Boston Morning Post* on March 23, 1839. Here—ta da!—is the world's very first OK:

"The 'Chairman of the Committee on Charity Lecture Bells' is one of the deputation, and perhaps if he should return to Boston, via Providence, he of the Journal, and his train-band, would have the 'contribution box,' et ceteras, o.k.—all correct—and cause the corks to fly, like sparks, upward."

Allen Walker Read demonstrated that OK started life as an obscure joke and through a twist of fate went to the top of the charts on the American hit parade of words. In the 1830s in New England, there was a craze for initialisms, in the manner of FYI, PDQ, AKA and TGIF, so popular today. The fad went so far as to generate letter combinations of intentionally comic misspellings: KG for "know go," KY for "know yuse," NSMJ for "'nough said 'mong gentlemen" and OW for "oll wright." OK for "oll korrect" naturally followed. Of all those loopy initialisms and facetious misspellings, OK alone survived. That's because of a presidential nickname that consolidated the letters in the national memory.

Martin Van Buren, elected our eighth president in 1836, was born in Kinderhook, New York, and, early in his political career, was dubbed "Old Kinderhook." Echoing the "Oll Korrect" initialism, OK became the rallying cry of the Old Kinderhook Club, a Democratic organization supporting Van Buren during the 1840 campaign. Thus, the accident of Van Buren's birthplace rescued OK from the dust bin of history.

The coinage did Van Buren no good, and he was defeated in his bid for re-election. But the word honoring his name today remains what H. L. Mencken identified as "the most shining and successful Americanism ever invented."

Mencken also wrote, in 1948, that "Allen Walker Read probably knows more about early Americanisms than anyone else on earth." All of us wordaholics, logolepts, lexicomanes and verbivores are grateful to Dr. Read for his loving labor in the fields of the Word. We wish him happy word hunting forevermore. ■

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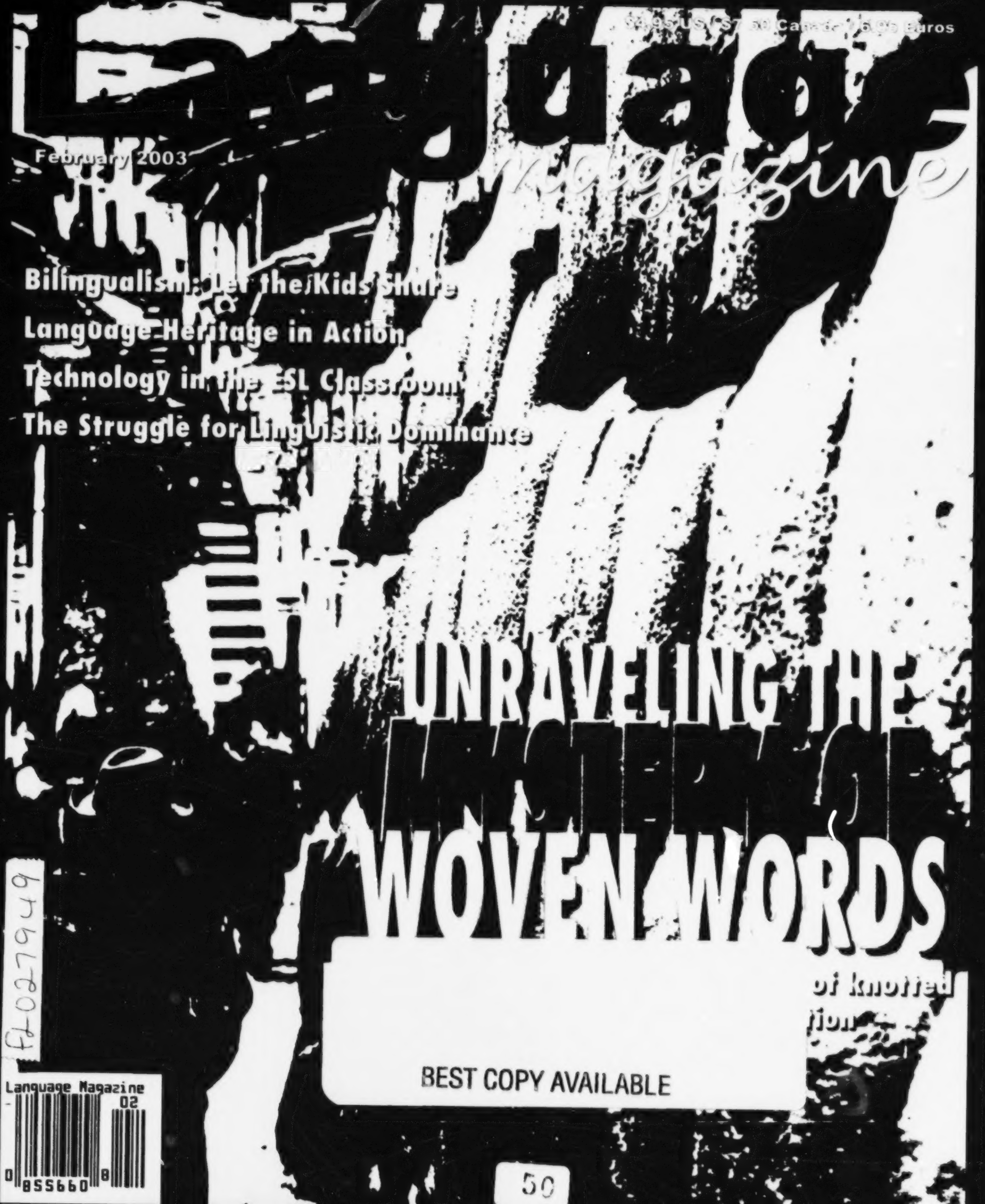

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ON THE COVER: Close up of an Inca wall in the city of Cusco, Peru. Photo Credit: Emmanuel Vivier

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Let's Pay for Education

This month *Language Magazine* will have the honor of receiving the California Association for Bilingual Education's 2003 Media and Communications Award at their annual convention in Los Angeles. CABE is comprised of committed individuals who share our vision of a fully integrated multilingual and multicultural society. However, teachers need resources to achieve their objectives and in common with many states across the U.S., California is facing a huge budget shortfall: teachers are confronted with a $2.7 billion cut in public education spending this year.

The state is facing a massive budget shortfall, requiring a combination of cuts in expenditure and increases in income, which means hikes in taxes and fees. It takes brave politicians to suggest tax increases in the current economic climate—or does it? Recent polls suggest that voters are not averse to funding education. According to a survey recently released by the Center for the Future of Teaching and Learning, improving education is the top priority for Californians, and three-quarters of Californians say that the state should spend more on education.

The survey shows that 41% of Californians rank education as the top priority for the state to address now, ahead of efforts to keep taxes low (10%), fight crime (13%) and improve the economy (25%). Three-quarters of Californians (76%), reflecting all demographic groups, say that the state should spend more on education. Only 5% of those polled feel the state should spend less.

The poll also finds strong support for efforts to equalize resources across schools in wealthy and poor neighborhoods. Of 18 commonly suggested proposals to improve schools, respondents rated first efforts to equalize equipment, technology, buildings and books, with nearly six in ten saying that this would make schools a great deal better. Almost 80% of Californians also believe that it is a good or excellent idea to pay more to teachers who take assignments in high poverty areas, and seven in ten say it is a good idea to offer tax deductions and loan forgiveness to teachers as incentives to work in disadvantaged schools.

Another finding is that Californians are aware of the shortage of fully qualified teachers. But they do not favor hiring teachers without credentials or lowering requirements for receiving a teaching credential to address the shortage.

And these results are being supported by other surveys-the latest poll conducted by the California Teachers Association shows that there is growing public support for tax increases specifically aimed at funding education. Last month's polling showed voters would be willing to increase sales tax, corporate property tax or the upper brackets of personal income tax to fund increased spending on education.

The idea of public support for any type of tax increase is initially surprising, but the general consensus in California that the education of its children should be the number one priority is overcoming their natural aversion to tax hikes. Voters appreciate that the future success of the state is dependent on its education system, that teachers need the resources to do their job, and they need to be paid proportionately to their skills and dedication. Nobody thinks that teachers should have to pay out of their own pockets for supplies and training, yet it is becoming the norm.

Slashing education spending is the last resort of a fading economy on the verge of bankruptcy. California has the fifth largest economy in the world, which needs long-term investment in its most valuable commodity if it is to retain its position.

Let's hope that California's legislators are brave enough to listen to their voters.

Daniel Ward

Daniel Ward, Executive Editor

Language *magazine*

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ESL Books for China

PATRICE LUKWAU BINAISA

I AM WRITING to you and *Language Magazine* readers to ask you to help me to establish a permanent Mathematical English and English as a Second Language (ESL) library at Tian Jiabing Experimental Senior Middle School of Liuyang in Hunan Province, China, where I am currently working as an English teacher.

I also want to develop an English language training program for our Chinese Mathematics teachers. All our Math teachers are very interested in learning English, and they are naturally eager to make connections with their American counterparts.

Our Headmaster for example, wants to get his work in Algebraic Number Theory published in American mathematical journals.

Please send me all your old or unwanted Math and ESL books–both textbooks and all books in general dealing with these subjects. Your throw–away books will be the foundation of a unique Mathematical English and ESL library at a Chinese high school.

Thank you very much for your great and voluntary contribution to our school library project. I look forward to receiving whatever you and your readers have to send. May 2003 be a good year for you.

Sincerely,
Patrice L. Binaisa
English Teacher
410300 Tian Jiabing Experimental Senior Middle School of Liuyang
Hunan Province
People's Republic of China

Musical Connection

WE REALLY ENJOYED an article you recently published entitled "Rhythms of the Classroom" by Cassandra Castellanos. We had become aware of your magazine six months or so ago when one of your writers, Stephen Donahue, wrote an article on bilingualism and quoted our singer, Juanita, for some ideas. Juanita Ulloa is a national Parent's Choice winning singer/composer that works in bilingual music with a number of CD's and songbooks that promote bilingualism in families and in the classroom.

We would like to contact one of the businesses she quoted from Kathryn Sherman at "Yo puedo Publishing" and cannot locate them on the internet. Could you email this message to her to see if she can provide us with an email or connection?

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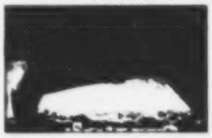

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Governor Pataki celebrates Hispanic Heritage Month in NYS at the South Street Seaport. He presented Achievement Awards to several Hispanics who reflect this year's theme of Leadership.

NY Governor Nixes Language Aid

NY GOVERNOR, George Pataki, has vetoed a bill that would have required welfare recipients to receive English language tuition.

The legislation would have forced state social services departments to provide up to 16 hours a week of basic ESL training for all welfare recipients who lacked in a high-school diploma or its equivalent.

Pataki said that while it was "laudable" to provide welfare recipients with the skills that could make them more employable, the bill "could have a detrimental effect on recipients achieving self-sufficiency" because it did not place enough emphasis on the need to find work.

Advocates of the bill lambasted the governor's veto. The bill's state Assembly sponsor, Deborah Glick, called it a "Grinch-like" decision. Glick criticized the governor for "spouting some Spanish" during his successful re-election campaign for governor in an effort–as she saw it–to court the Hispanic vote.

"At the same time, he was willing to deny access to English as second language for those people who were receiving public assistance," Glick said.

Mark Dunlea of the Hunger Action Network claimed that at least half of the welfare population do not have a high-school diploma or its equivalent thus reducing their chances of finding employment.

"There is supposed to be an evaluation process," Dunlea said. "What are the barriers to getting a job? If these people can't speak English, if they can't read a job application to fill it out, some steps should be taken."

Dunlea added, "We were looking for the Pataki administration to say you should be trying to make sure that these people have basic education skills." ■

New Plan for ELL Immersion in Colorado

ENGLISH LANGUAGE LEARNERS (ELLs) in Colorado will be immersed in English-only classes for two years if a bill introduced in January is successful.

The proposal comes after a bitter fight between supporters of bilingual education and backers of English-only classes over a measure that would have required one year of English language immersion. The measure was rejected by voters last November [see *Language Magazine*, December 2002, p.10].

The new bill contains similar elements to the failed bill including the authorization of lawsuits against bilingual education teachers whose students failed to learn English. But the author of the proposed bill, Rep. Richard Decker, says that he would not put up a fight if this provision was to be removed.

"I'm not going to fall on my sword on that issue," said Decker, a retired teacher. "The greater good might be served to put the bill through without that language."

Decker's bill mandates that ELL students will be mainstreamed once they have acquired "reasonable" fluency. Parents can ask for a waiver from English immersion classes if (i) the child has lived in the U.S. for three years or less; or (ii) the child's English language skills are proved to be adequate after testing; or (iii) parents, principals and teachers believe an alternative program would be better suited to teach the student English.

School districts that do not obey the bill's provisions could have funding for ESL classes eliminated. ■

Second Chance

LEGISLATORS IN OKLAHOMA will be gathering this month to consider a second proposal to designate English as the official language of Oklahoma.

The bill, authored by Rep. Ron Kirby, D-Lawton, is similar to the one backed by Kirby in 1997 which met its end in the state senate.

According to the proposal, Oklahoma is comprised of people from diverse ethnic,

$350 Million Grant Opportunity For Computer Equipment Underway!

THE BEAUMONT FOUNDATION of America (BFA) is currently accepting grant applications for computer hardware to support digital inclusion for underserved individuals. The Foundation will grant $350 million over the next 4 years; grants will range from $20,000-$200,000 each and will be provided in the form of state-of-the-art Toshiba equipment. The computers must be used to serve low-income communities through programs involving technology. This could include computers used by program participants in after-school programs, job training programs, language programs and adult basic education, etc.

The Foundation has three distinct grant programs:

- Community Grants of technology equipment to community-based organizations
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- Education Grants of technology equipment for schools
(Eligibility: K-12 public, private, parochial, or charter schools where a minimum of 50% of students qualify for the National School Lunch Program)
- Individual Grants of technology equipment directly to individuals
(Eligibility: individuals living at or below the poverty level)

The foundation will award grants in 21 states and DC in 2003 and in the remaining 29 states in 2004. Additional grants will be available in subsequent years. Only organizations from the following states may apply in 2003: AL, AS, CA, CO, DC, HI, ID, IL, KS, MS, MT, NE, NM, NY, ND, SD, OR, TX, VA WA, WV, WY. Applications must be submitted by March 31, 2003.

See www.bmtfoundation.com ■

Grant for Florida Facilitators

COMMUNITY LANGUAGE FACILITATORS in Florida will have the opportunity to become qualified ESL teachers thanks to a recent federal grant.

Project Shell is a $1.5 million, five-year federal grant that will fund undergraduate degrees in multicultural education for community language facilitators. Project Shell (Soaring High in Language and Literacy) will prepare teachers with the aim of improving the quality of ESL programs through three main components: language facilitators will have the opportunity to become certified teachers; ESL teachers will be able to complete five required ESL endorsement courses; and district personnel will be offered professional development credit in multicultural education leading eventually to ESL endorsements on their Florida teacher certificates.

Marie Richard, a Haitian immigrant who is a community language facilitator at Boynton Beach High School, is looking forward to the opportunity of going to college.

"I was a single parent with no money. I couldn't afford to go to college. I tried, but I couldn't finish," said Richard.

According to Michele Howard, coordinator of the ESL department at Boynton Beach High, the onsite coordinator for Project Shell, the project will provide highly qualified personnel for the state's secondary schools, along with improved literacy skills and test scores.

"It's great for the people I work with," Howard said. "I have six in my department who will be going to college. They were crying when they found out."

"One course will be taught at Boynton Beach High School. Other courses will be over the summer and online," Howard said. "The courses are custom-made to each individual's needs, requirements and availability." ■

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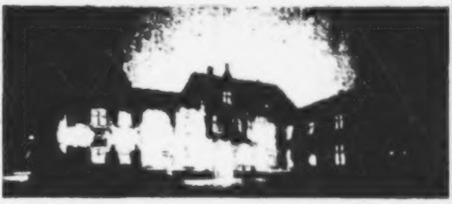
cultural and linguistic backgrounds "and continues to benefit from this rich diversity." But throughout the history of this state and nation, "the common thread binding individuals of differing backgrounds" has been the English language.

The bill goes on to claim that fluency in English "is necessary to participate in and take full advantage of the opportunities afforded by" life in the U.S. ■



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WELCOME TO L.A.

María S. Quezada says "Bienvenidos!" to readers of *Language Magazine* planning to attend CABE 2003 in Los Angeles

Celebrating its 28th year, the California Association for Bilingual Education is holding its annual conference at the Los Angeles Convention Center on February 12-16, 2003. The theme of this year's conference, "Bilingual Education (BE) A Beacon of Hope, A Voice for Excellence and A Path to Success," conveys the important role each of us has in the lives of students in our schools. As an organization dedicated to educating second language learners, CABE strongly believes that bilingual education can be that beacon of hope and the voice that guides diverse background students down the path towards academic success.

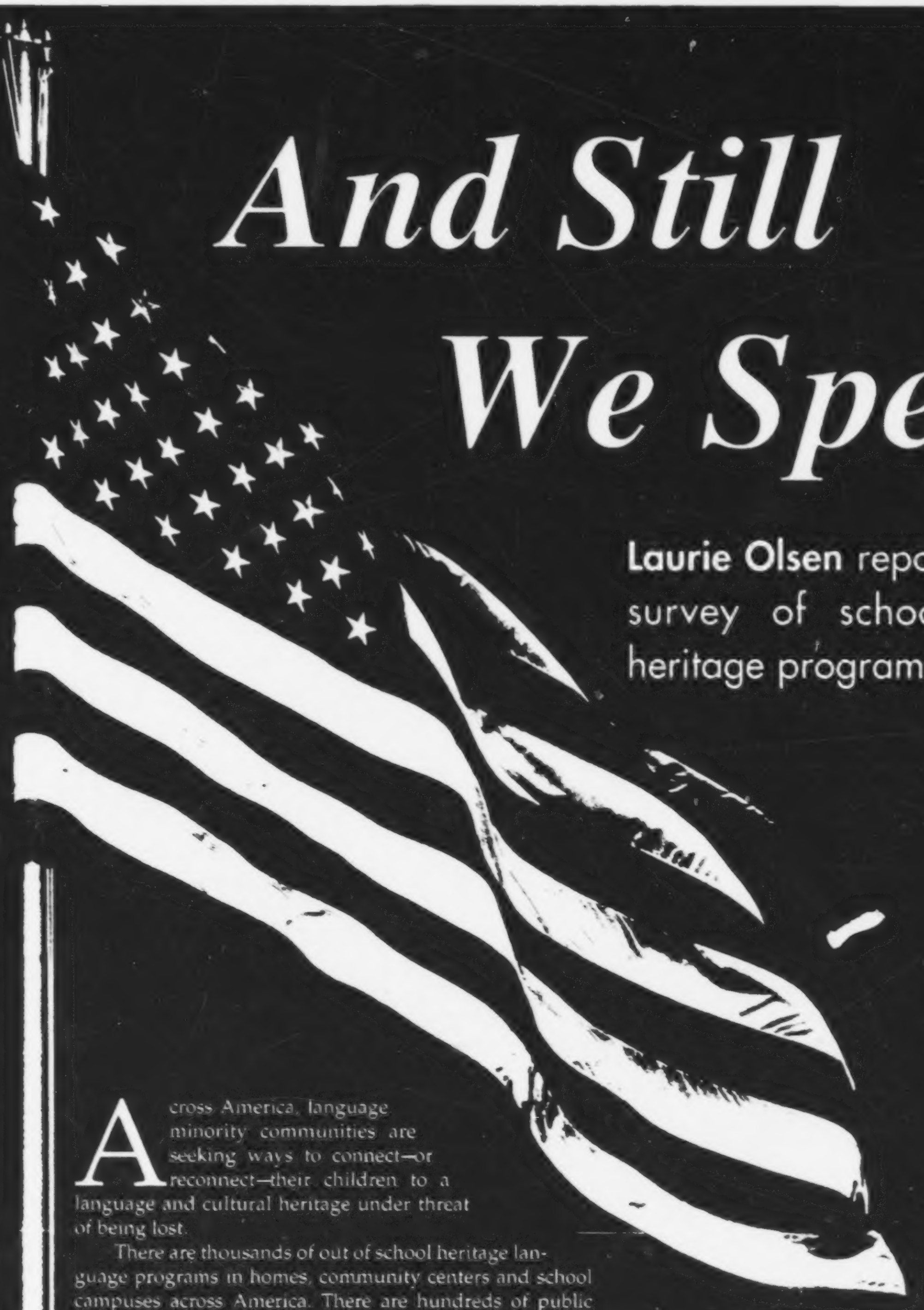
The overall focus of CABE 2003 is on how best to educate students from diverse cultural and linguistic backgrounds in the full range of instructional settings and programs available to English Learners in our schools. This annual event, with over 10,000 participants, provides intensive professional development opportunities for administrators, teachers, para-educators, parents and community members working with second language learners.

The knowledge, instructional expertise and commitment of educators and support staff are critical to the effectiveness of instructional programs and to meeting the needs of a more racially, ethnically and linguistically diverse student population. Educators and parents need information and skills to implement the new reforms and accountability measures currently underway in our schools. Attending CABE 2003 provides participants with an opportunity to gain valuable insight, knowledge and skills from researchers and practitioners who have implemented quality programs for English Learners, used successful strategies and developed the latest theories on how to ensure academic success for all second language learners. CABE 2003 is an exceptional professional development activity and will motivate teachers, administrators and parents towards becoming "highly qualified" to work with English Learners.

Downtown Los Angeles is the venue for CABE 2003. Photo: Hal Bergman

Throughout the four days CABE 2003 conference attendees have the option of attending over 43 intensive full or half-day institutes presented by invited educators who are leaders in their respective fields and where educators engage in a process that leads them to understand, at a deeper level, how students who come to schools with non-English languages learn English, meet with academic success and are better prepared for a global multilingual/multicultural world; over 300 workshops covering a wide range of topics from English Language Development (ELD) to effective practices in two-way bilingual/dual language immersion programs with a focus of creating motivation on the part of teachers to extend their learning about successful instructional strategies in math, science, visual and performing arts, social studies, literacy in English and home languages. Sessions will showcase 28 well-known experts invited as featured speakers to address the latest research, issues and challenges of educating students in our diverse society and schools. CABE 2003 also inspires participants and should prove to be an exciting conference for all. This year, along with the many workshops, institutes and featured speakers, CABE 2003 will highlight many outstanding keynote addresses. Beginning with Chauncey Veatch, National Teacher of the Year, who works with English Learners on a daily basis, to an extra special closing speaker, Sandra Cisneros, noted Chicana poet and author, each will motivate and energize conference participants. Everyone attending this annual event will leave with a renewed sense of purpose and direction for meeting the instructional needs of second language learners and look forward to the next annual CABE conference in San Jose in March 2004! ■

María S. Quezada, Ph.D. is the executive director of CABE



And Still We Speak

Laurie Olsen reports on a new survey of school language heritage programs in the U.S.

Across America, language minority communities are seeking ways to connect—or reconnect—their children to a language and cultural heritage under threat of being lost.

There are thousands of out of school heritage language programs in homes, community centers and school campuses across America. There are hundreds of public schools developed to support that cultural and language connection.

California Tomorrow set off across the nation to document such programs over 18 months. We wondered what could be learned that would help us create schools that prepare students for the global complexity of the 21st century; that support family connection, that foster strong literacy

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development, and engage parents and community in defining what kind of schools they want for their children.

We traveled to Louisiana, Texas, New York, California, Massachusetts and Arizona, to programs started by Cambodians, Armenians, Cajun peoples, second and third generation Koreans, Igbo immigrants, Chinese, Navajo and Spanish speaking communities. Though the languages, cultures and historical experiences differ across these communities, they all help us understand what language and culture mean to families, and what it might look like to devote our schools to the development and protection of language and cultural assets.

A Variety of Programs

Through programs like Project KEEP (Khmer Emerging Education Program) in Fresno, California, Cambodian families are avoiding the patterns of gang involvement, school failure, dropping out, family disintegration and high suicide rates that have plagued many of the youth in their community over the last decade. They do so in a popular after-school program run by community members and focused on reconnecting youth to the Khmer language and culture of their families here and still living in Cambodia.

The Sundar Kala Kendra Kathak Dance School in Diamond Bar, California, teaches the discipline of a dance art form that over centuries has passed down the stories of South Asians to succeeding generations. The performance of the dances throughout the region introduces people of other cultural backgrounds to the beauty of that tradition–an example of the efforts of thousands of artists, dancers and musicians who share and pass on the artistic traditions of their culture to the young people of their community.

The Ysleta School District in El Paso, Texas has created a network of Spanish-English dual language elementary, middle and high schools to better equip their youth for life. This is to develop the skills of language learning and knowledge of multiple cultures needed to be part of the world in the 21st century. Some teach a third language as well. Dual Language Education is a research-based and highly effective model in which limited English children and English dominant children both become fully biliterate.

The Los Angeles Armenian community sponsors an entire K-12 school designed to deliver a curriculum and social experience that supports children and youth in becoming "American" and steeps them in what it means to be Armenian. The primary language of instruction is English, but all students also learn to speak, read and write in Armenian. The curriculum is a standard California academic curriculum, but it is supplemented by courses in Armenian history, Armenian culture, Armenian literature and Armenian politics.

Native Americans are also struggling to reclaim their languages as the elder generation dies away by creating dual language schools like the Rough Rock community school. Louisiana French (Cajun and Creole) communities are doing the same, and benefit from a unique state established agency charged with preserving and maintaining the French language and Cajun/Creole cultures.

Common Understandings

There is significant danger that the continuity and transmission of family languages, histories and wisdom will be disrupted in this generation and so there is tremendous

There are few better examples of people from different cultural backgrounds interacting than on the streets of New York City. Photo: Todd Nalepa

urgency about establishing heritage programs.

For language minority children to thrive in the U.S., they need a strong sense of cultural identity that comes through contact with elders of their community, and by learning about the literature, history and heritage of their nation and people.

Young people from "minority" languages and cultures need places and spaces outside the home where their family culture and identity is supported and where they are the "norm", not the "other".

Language has encoded in it unique cultural perspectives. The teaching of language is inextricable from the learning of culture. The transmission of culture is inextricable from exposure to the language.

Deep immersion in heritage languages and cultures is a necessary counter-balance to the pervasive power of English and mainstream U.S. culture, but the intent and outcome of that immersion is not separation, but the development of young people who can participate fully in multiple linguistic and cultural worlds.

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"We saw the children losing their culture. Either forgetting or never learning Khmer. There was little communication between parents and their children. But now with Project KEEP, where there was pain in our family, now there is joy. Our children know once again how to talk to us, not just the words of the language, but the right way to be Cambodian."

Cambodian parent, Fresno, CA

"In high school, I was really embarrassed to be Chinese. I wanted to be distanced from other Chinese students. I didn't want my parents to speak Chinese in front of my friends. I remember at one point in high school I thought 'I'm American, I'm not Chinese". That's the whole concept I grew up in. I don't think they realized–I'm certain they didn't realize–the long-term impacts of children not being able to speak their parents' language. I've never had a real conversation with my mom. I've never had a heart-to-heart conversation with her."

Student
In Search of Roots Program
San Francisco, CA

"It's bad forgetting where your parents came from and you can't talk to the family in Monterrey, Mexico - and we go there a lot. If you forget the language, you can't really go back. My cousin separated from Spanish and he isn't that much part of the family now. I feel bad for him. I think he didn't mean to forget it, it just happened. If you lose or forget or try to ignore your own culture and language, you lose part of yourself and become less of yourself."

6th grader, Dual Language Program
El Paso, TX

'You need to look beyond just words and language. It's about culture. It's about who a people are. When you obliterate or weaken a language, you weaken or kill a culture and the soul of a people. The things that can only be expressed in that language—if that's killed, you lose contact with your roots and who you are. Every person needs to be able to know who they are."

Educator, Dual Language Program
El Paso TX

from p.15

Young people play a pivotal role as a generation and language bridge.

Shared Characteristics and Program Components

These understandings play out differently within cultural and language groups, but they give birth to some shared program components and characteristics:

- Effective programs are deeply connected to the community.
- Teachers are native (or near native) speakers of the language and are members of the cultural community.
- External support entities really matter in making it possible to build, start and sustain programs. These include: start-up technical assistance and funding, use of space and facilities, archives of materials, professional development and networking.
- Programs create a daily link to a homeland or place where the language and culture are norms (through travel, the internet, or "sister" community relationships with specific schools or communities in the homeland).
- Explicit leadership development components enable young people to see and develop themselves as members of their community responsible for passing on heritage to the next generation.
- Programs engage in active marketing efforts about the importance of bilingualism and biculturalism–to combat misinformation, and to convince people that an additive process is possible.
- Partnerships and new approaches are required to see how communities and schools can share the task of educating immigrant, language minority and cultural minority youth.

The Particular Role of Schools

The most important thing schools need to recognize is the importance of an additive language and cultural model for young people. Schools that support thriving bilingual and bicultural youth do the following:

- Cease doing damage (end harmful practices that limit the use of home languages, cease to tolerate anti-immigrant and anti-bilingual attitudes, stop perpetuating a faculty composition that fails to reflect the language and cultural backgrounds of the students).
- Actively counter messages young people may have internalized of shame and inferiority about their home language and culture.
- Support the development and maintenance of biliteracy and cultural competence for all children.
- Create programs and practices that recognize the potential power of young people to be leaders and contributors to their communities–and in particular, their pivotal role as a bridge generation across language and culture communities.
- Monitor the implementation of new school reforms through their impact on the language and cultural assets of communities.
- Institute policies asserting biliteracy and multicultural competencies for all students as goals of schooling for the 21st Century, and direct resources towards dual language programs and the preservation of the language and cultural assets of our communities.
- Develop assessments and accountability systems measuring the impact of school programs on language loss, family strength, community continuity and the acquisition of biliteracy and multicultural competencies.
- Provide language development programs accountable for providing a high quality and effective language education curriculum in English and in the home language.
- Seek out, incorporate and connect community heritage and language programs with school system professional development infrastructure and networks of information about resources.
- Advocate for an additive, inclusive vision in all dialogues about the purpose of schooling and organize to mount campaigns for schools that address the language and cultural needs of young people today.

For the well being of young people caught between cultures and languages, it is essential that we create schools that embrace this agenda. It isn't just about a new vision of achievement for what an educated person ought to be in the 21st century. This is about a redefinition of America. ■

Laurie Olsen is the chief program officer for California Tomorrow, a non profit research, technical assistance and advocacy organization in Oakland that works with schools and communities to create fair and inclusive programs.

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Planning f

Elmano Costa examines the efforts of a community to make Portuguese part of the local language curriculum

Ten years ago, only one high school and not one college taught Portuguese in the three counties that make up Central California. The Portuguese Educational Foundation of Central California was created in order to lobby the school systems to offer a wider range of choices of foreign languages, with particular emphasis on heritage languages of immigrants to the region. Today, four high schools, one junior college and one state university offer courses in Portuguese.

The members of the Foundation decided that the teaching of Portuguese at the local state university would be their first priority because such a program was needed to prepare teachers for secondary schools and because it was easier to initiate programs at this level rather than at secondary schools because of state restrictions on who can be credentialed to teach.

Through the university administration professed openness to such a program, they were unsure whether enough students would enroll and if they could find funding to start a new program. After Foundation members offered to pay the salary of an adjunct part-time faculty member to teach a beginning course, the program was implemented. They were being offered a free service with no risks to them. The success in getting the university program implemented became a banner for the Foundation.

Working with high school districts has been a more difficult challenge. First, there are many small districts in the region, each having only one school, administrators and board of trustees. Each time the community sought to implement a Portuguese program, it had to convince a whole new set of administrators.

Secondly, licensing requirements set by the state make it difficult for even someone with an elementary teaching credential and proven proficiency in Portuguese to be assigned to teach the language at the secondary level. In spite of these restrictions, four high schools in the region now teach Portuguese and in all cases, once the program was offered, enrollment expanded quickly, usually surpassing French and German (in those schools that still offer these languages) and becoming the second largest program after Spanish.

It only takes a small group of dedicated individuals to have a significant impact on whether heritage languages are taught by local schools. The members of the Foundation have been meeting monthly for over ten years. They spend numerous hours talking to other community groups, writing proposals, and making the contacts to promote their cause. They do this on volunteer time despite having jobs and obligations.

It is important to become involved in the political and civic processes of the community in order to succeed in the specific educational context. For example, members of the Foundation simultaneously launched a campaign to get Portuguese immigrants to become American citizens, to register if they are citizens, and to actually vote at election time. This has led to a change in perception on the part of public officials who no longer ignore this community. Ten years ago, there were no advertisements in Portuguese-language media in the region; today, everyone seeking an office in the state and federal governments courts their vote. The Foundation has been able to use these political connections to obtain support for Portuguese programs.

It is essential for the community to become a resource for school officials who often have no idea of how they will recruit a credentialed teacher or where they will find instructional materials. Recruiting a teacher often depends more on personal contacts than on the standard advertisement in newspapers and trade journals. Materials may have to be imported or developed locally.

Margins of the Mind

Whenever a language group comes into contact with another, there is an inevitable struggle for dominance. **Lori Langer de Ramírez** discusses the dilemma in an African context and its implications for teachers in the U.S.

"Le poison de la parole est plus fort que le poison d'une flèche."

– an African proverb

As a teacher of French, Spanish and English as a Second Language, I am frequently faced with questions about the importance of some of the languages that I teach. Few question the need to teach ESL to recent immigrants. But if the English language enjoys a privileged position in American society, all other languages might be said to exist on the periphery.

Parents who support their children's study of a foreign language do so for a variety of reasons. Some feel that knowledge of another language will help them to attain a good job, and thus benefit them economically. Others believe that the study of a foreign language will strengthen one's knowledge of English through a better understanding of grammar and an enriched vocabulary. Parents of ESL students rarely, if ever, question their children's enrollment in these classes because they recognize their children's need for English.

Despite the recognition of the power of the English language in the U.S., parents and educators do differ when it comes to the presence of other languages and their position in the schools. In schools with ESL programs, children often drop their mother tongue in favor of the language of the society at large. Proponents of bilingual education favor the maintenance of the child's mother tongue as English is progressively incorporated into the school curriculum. Whatever the methodology, the political ramifications of learning the dominant language in the United States are clear–speak English or struggle socially, politically and economically.

Language Tensions

Whenever more than one language group comes into contact, there is an inevitable struggle for dominance. Descriptors such as "national" and "official" are often used to legitimize languages, and the resulting power is reserved for a select few–those with fluency in that dominant language. In the U.S., there are many who seek to have English designated our official language, while others fight for the presence of their language (often Spanish due to the increasing Hispanic influence in the country) in the educational and political spheres. In West Africa, a similar linguistic struggle exists between indigenous languages and French.

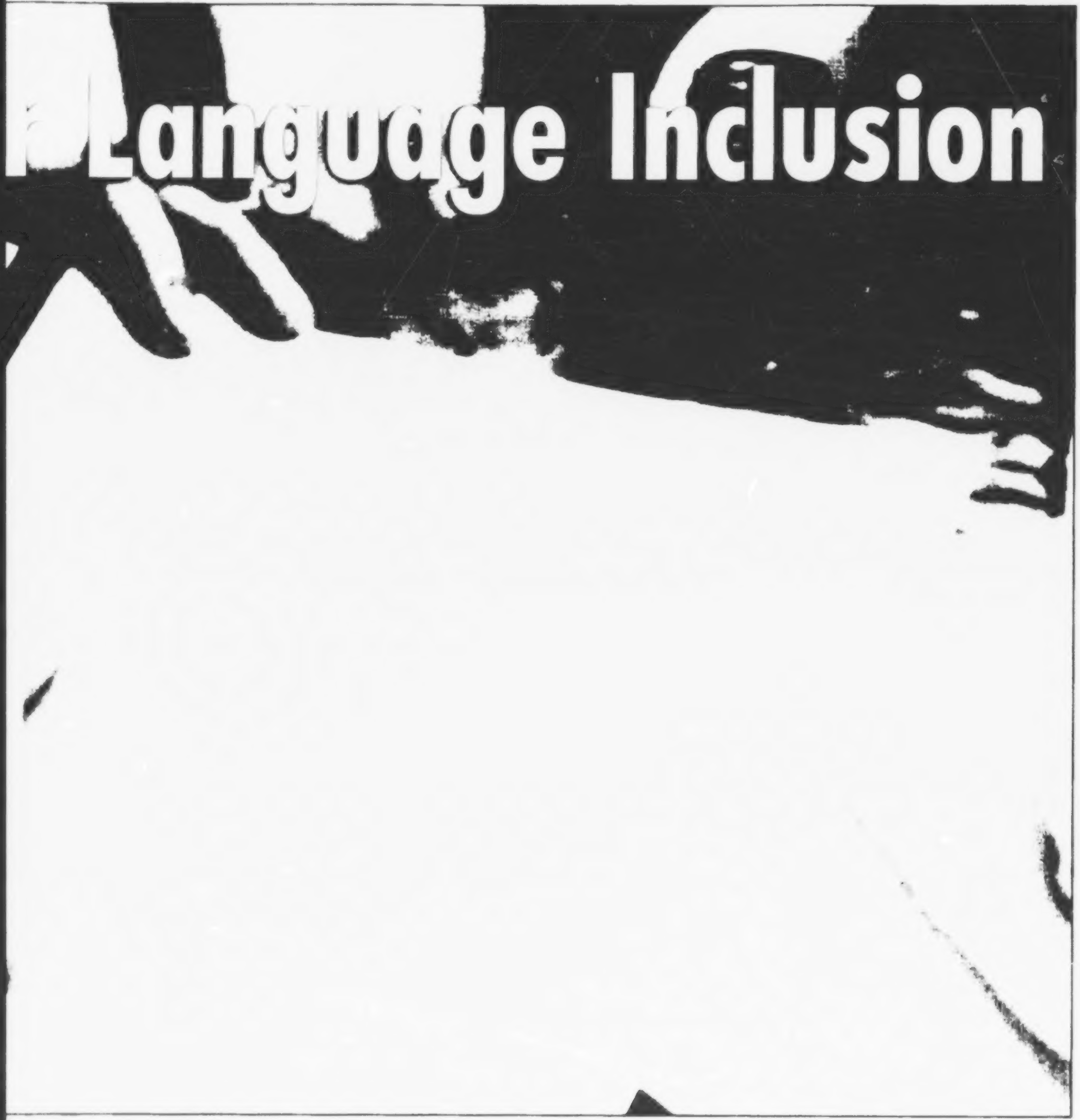
In analyzing the tension that exists between French and African languages, it is first important to agree on the terms used in the debate. The overarching label, "la Francophonie" was created by Onésime Reclus, a geographer seeking a term to describe all of the territories where French was spoken at the turn of the last century. In post-colonial Africa, the concept of *la Francophonie* was adopted by the leaders of newly-independent states (Senghor of Senegal, Diori of Niger and Bourguiba of Tunisia) as a means of building community though the sharing of a language. In recent history, however, the term has become problematic:

Intended as a grand rassemblement under the banner of the French language, the concept has, over the years, come to be ideologically charged, and more and more Africans have grown uncomfortable with, and even suspicious of *la Francophonie*.

Further complicating the terminology are descriptors like "native", "tribal" and

continued p.22

Language Inclusion



The members of the Foundation use their trips to Portugal to bring back books and instructional media to supplement those available in local schools. The Foundation has also obtained for the schools financial support and instructional materials from governmental agencies in Portugal.

Lastly, the community may need to offer financial support when a program is just beginning. Above, it was mentioned that the offer to pay the first instructor of Portuguese at the state university made it possible to get that program started. That was the first of several cases when the Foundation has been called upon for assistance. They have provided computers for the classrooms of the Portuguese instructors. They funded the acquisition of a resource library to help the junior college instructor with lesson design. They have even funded the development of a pilot on-line language course for the university.

At times language minority communities get involved in the educational process only when there is something that they perceive as an egregious offense, but fail to stay focused on the objective and the leaders often disband before the change is institutionalized. Getting heritage language programs institutionalized in a school requires a long-term commitment. ■

Dr Elmano Costa, Dept. of Teacher Education, California State University, Stanislaus.

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even "indigenous", which have been misappropriated and often take on negative connotations. Meryl Siegal, a Fulbright professor at the École Normale Supérieure in Dakar, works in teacher training and prepares students to become teachers of English. She questions the terminology "mother tongue" and "first language" with her students.

Which term is more appropriate, mother tongue or first language, when a child grows up hearing and speaking more than one language? Imagine an infant in Dakar, with Serer- or Fulani-speaking parents, sisters and brothers speaking Wolof and their parents' language, and neighbors speaking Wolof, listening to French radio and television.

E.C. Makward uses the term "mother-tongue" to discuss "The Language Problem" in his 1962 essay of the same name. While he was (and still is) a strong proponent of the teaching of French and other European languages in African schools, he believes, as do proponents of bilingual education in the United States, that students should have a grasp of their mother tongue before a European language is introduced. He also suggests that the best way to facilitate second language acquisition is to "...follow the natural order in which we learn our mother-tongue: that we should begin with teaching the spoken language thoroughly and then go to the literary language." His thoughts on the issue of language education seem both pedagogically and socially sound. In terms of methodology, research in second language acquisition concurs with Makward's call for first language acquisition to be relatively complete before a second language can be effectively learned. Furthermore, two decades after the publication of Makward's article, linguist Stephen Krashen developed his "Natural Approach" to language education in which second language education is structured to mimic the acquisition of the first. Moreover, on a socio-political level, students who see their "mother-tongue" taught in school are being sent the message that their language is a legitimate means of communication.

Language is given legitimacy when it is the principal language of instruction in schools, but it can also be given power through literature. With a literacy rate of only 33% in Senegal, for example, one might question the power of the written word, whether in French or any other language. In his article, "Literature in Postcolonial Africa", Biodun Jeyifo explains that "...it is much easier to obtain the works of African writers in Europe and North America than in Africa itself." But French has served as a means of expression in West African literature and thus as a vehicle for sharing African history and culture.

The narrative arts, the cultural value of telling a good story and of reclaiming a threatened past through fictions, all remain relatively unchallenged in Africa and the developing world by the technological and social revolutions of knowledge production and consumption that are decisive phenomena of the cultural scene in the developed world.

Thus the language of the center, or the core, can be used to tell the stories of those on the periphery. An example of this appropriation of language can be seen in Ken Bugul's *Le Baobab Fou*. In her description of her odyssey–her cyclical journey from Africa to Europe and back–she uses the French language as a means of "speaking the forbidden." For example, in the description of her mother, she uses the definite article "the" instead of the possessive pronoun "my" to convey a sense of distance. "She uses the French language not only to record the actions and dialogue of Wolof speakers, but to judge–and condemn." In this instance, the language of the core is used as a weapon to criticize the culture of the periphery by one of its very own members.

Many criticisms of African literature make reference to the "Prospero-Caliban" comparison in which it is claimed that Caliban's revolt is successful to the extent that in appropriating Prospero's language he defamiliarizes it, makes it undergo an estrangement such that Prospero can no

"The best way to facilitate second language acquisition is to '...follow the natural order in which we learn our mother-tongue: that we should begin with teaching the spoken language thoroughly and then go to the literary language.' His thoughts on the issue of language education seem both pedagogically and socially sound."

longer recognize himself, his world, his projects, his supercilious racial and cultural pretensions in the "de-formed" language.

Despite language's potential for waging cultural battles, Jefiyo claims that this oft-used comparison is reductionist and does not acknowledge the complex socio-political realities of post-colonial Africa.

When examining the issue of the French language and *la Francophonie* through the lens of "core and periphery" (or "North-South"), one fact seems strikingly obvious: there must exist a periphery from which to distinguish the core. France, seated firmly at the "core", is able to maintain a "periphery" in many ways, not the least of which is linguistic dominance. However, despite the existence of entities like the Académie Française, languages change with or without the permission of those attempting to prescribe a "standard". Such change is inevitable and can often serve as a means of re-establishing control over an imposed language and culture.

Curricular Implications

French serves West Africa as a lingua franca and for this reason, and many others, it is a viable and important language to maintain in the region. Through French, the beliefs, hopes and dreams of a people are able to reach past the African continent to the global community. However, as a means of maintaining a core that is non-African, its strength should be counter-balanced by the legitimization of African languages in all aspects of society. Not only do they have potential as counter-hegemonic forces on the African continent, but they can, and should, find their place in literature, government and schools.

In the U.S., however, French is a language that, despite the respect it is often paid in theory, in practice, is waning in importance due to many factors. With school enrollments in Spanish programs soaring, French is suffering from less than impressive student interest. Given this context, then, what benefits can teachers of French in the U.S. glean from teaching about *la Francophonie* in Africa?

Students love debate. Most adolescents are fascinated by concepts like justice and fairness and are perfectly suited to discuss issues of identity. Given this predisposition, high school students of French might be well-primed to discuss the West African language issue and debate the problems and concepts. Students in the upper levels of language study could be exposed to the many articles, position papers and books on the subject and be asked to write their own opinions–either as "letters to the editor" of a newspaper, as notes for an oral debate or as a role play scenario. They could be included in the debate, once familiarized with all the important issues surrounding it.

Literature from West Africa written in French is rich in subtle political, social and cultural references. Mariama Bâ, Ken Bugul, Aminata Sow Fall, Ousmane Sembène, and Véronique Tadjo all write in French and their works are becoming more and more readily available (try www.amazon.fr for ordering information). Exposing students to the literature of West Africa in French is a means of opening the debate even further. Teachers might ask students any number of thought-provoking questions, such as:

"Could this book (article, poem) have been written in French?"

"As a native speaker of English, could you write a book (article, poem) in French (assuming excellent fluency)? Why or why not? What might be some of the limitations you might experience?"

"Why might someone write a book in a language that is not their first?"

One of ACTFLs "Five Cs", the "comparisons" standard, is often difficult to incorporate overtly in language lessons. Questions such as those suggested above not only have the potential to inspire debate on the topic of peripheral languages in West Africa, but would help students tap into subtle comparisons between their own first language (whether it be English or another) and French.

Finally, by including debate over the language issue in West Africa in a French classroom, teachers are helping students to connect to a geographical area of *la Francophonie* that is oft-neglected in traditional curricula. Opening the debate to students allows them to make a far more in-depth connection to Africa and her people than the often stereotypical lessons developed around African food, dance or crafts. It might also serve to get students thinking about the status of English, both in the U.S. and as an unofficial worldwide lingua franca. They could investigate the English Only movement and comment on the cultural ramifications of having an official language in this country. Little by little the restrictive paradigm of the core might just weaken and be replaced with human equality and dignity, in a world where no one culture is said to exist on the periphery. ■

Dr. Lori Langer de Ramirez is an adjunct professor of education at Teachers College, Columbia University. She is also chair of ESL and World Languages at Herricks Public Schools, Long Island, New York.

Tony Donovan explains the use of knotted cords as a means of communication among the ancient Inca people

The precise moment and location in which the first writing system appeared will most likely never be known for sure. Egyptian hieroglyphics, Chinese characters, Mesopotamian cuneiform and other less well known systems are historically recorded, but it is doubtful that definitive evidence for a Ur-writing system will ever surface to settle the question.

One of these communication systems appeared centuries ago in the Peruvian Andes that comprised the once extensive Inca empire–the humble *quipu* (pronounced /keepoo/) was in use for centuries.

This device, made of cotton or wool, consisted of a main heavy cord to which subsidiary cords were attached and on which knots were then tied in intricate patterns. The particular color, twist, thickness, position and other attributes of these knots on the cord gave a particular meaning or value to individual designs. Each *quipu* was dependent on and came with a unique verbal code without which the knots could not be deciphered. Its origin is unknown but it may have been an invention predating the Inca empire (c. 1200–1550 A.D.) and the *quipu* may have been in use by one or more of the hundreds of ancient pre-Columbian tribes that the Incas conquered and dominated in the 13th century.

The 'quipu-camayus', or 'keepers of the quipus' were the only members of Inca administration able to read these devices. This knowledge accounted for the significant power these accountant/scribes seemed to have held within the administration and why they attained positions of nearly priestly dimensions.

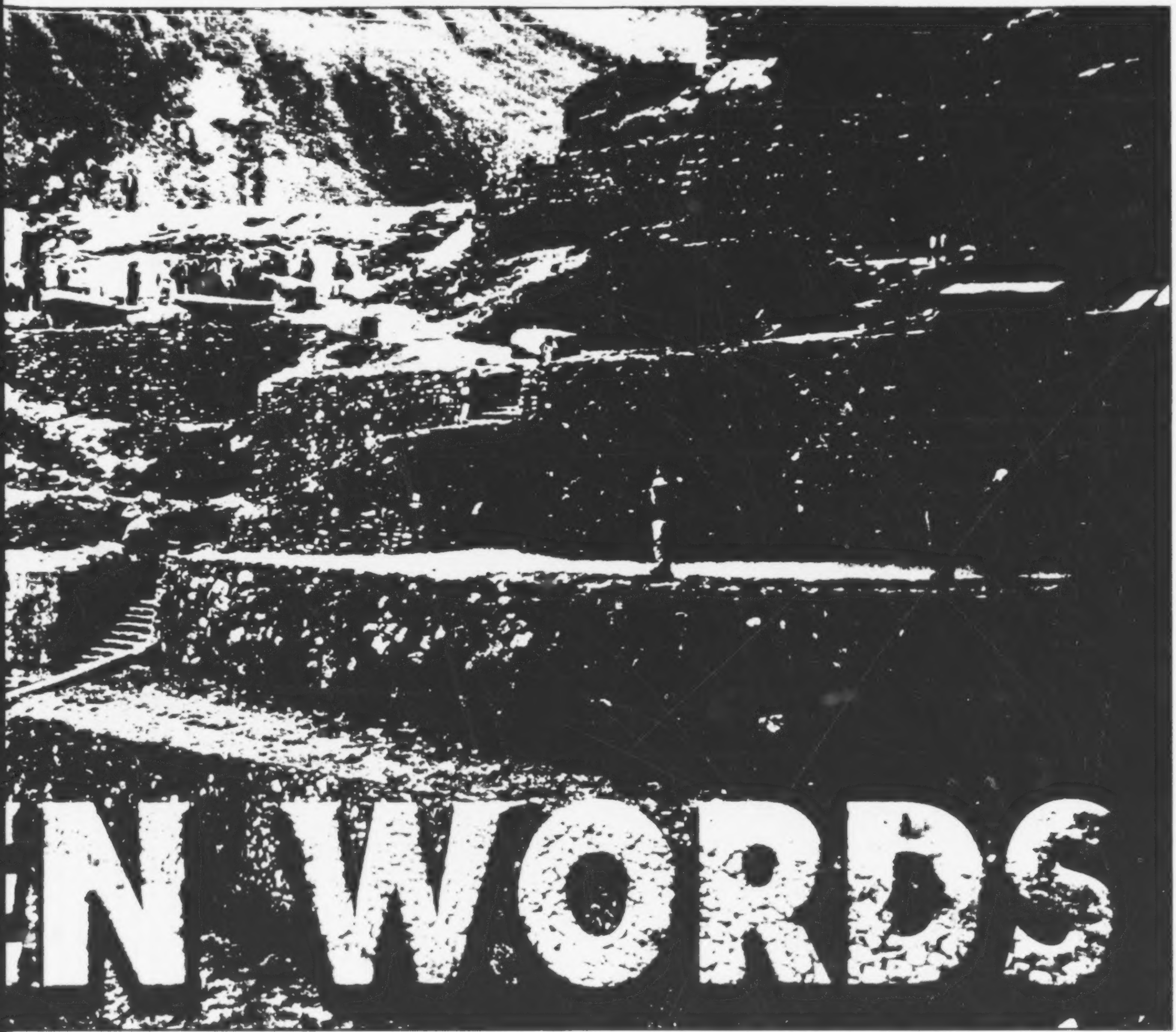
Technically speaking, the *quipu* was not really a writing system since the knots did not represent sounds, syllables or words. They were vital record keeping mnemonic instruments used in the administration of the vast Inca empire which, at its apex around 1500 A.D., included nearly the entire coastal and central regions of western Latin America.

The decipherment of the numerical coding found on many *quipus* occurred in 1925 and since then, there has been general agreement that a decimal system formed the basis of the overall numerical structure. A knot at the bottom of an attached cord was given the lowest value or zero while knots at higher elevations were given progressively larger values in units of tens, hundreds and thousands. Groupings of knots on a cord represented the actual number being recorded.

Original *quipus* are very rare items today. Many of them were destroyed by the Spanish conquerors who viewed them as products of the devil. There are only about 550 originals in existence today. Like their linguistically-remote hieroglyphic and idiogrammatic cousins, they are now considered artistic creations of a highly talented and imaginative civilization.

There are texts that go back to the colonial period in Peru suggesting that at least some *quipus* were also used to record poetry, historical data and complex geometric abstractions in addition to basic arithmetic calculations. Particular colors, alignments of the threads used to make the knots and similar subtle properties would seem to indicate a more dynamic and far-ranging domain for the lowly, ragtag *quipu*. Should future research clarify these issues in favor of a wider horizon for the function of the *quipu*, its full significance may yet have to be reconsidered.

Administrating the vast Inca empire, which radiated close to 2500 miles from north to south along the Latin-American coastline and hundreds of miles inland, reaching elevations of 20,000 ft or higher, must have been a formidable task. The Incas did not have the wheel and had to rely on human effort or domesticated animals for transportation. More than 3000 miles of stone roads were built to facilitate movement throughout the empire and many of these roads, built with the most labor-intensive effort imaginable, are still in use today. The messages had to be relayed throughout the empire, and to accomplish this, the Incas had their own version of the marathon runner: the *chasqui* (pronounced /chaskee/), the mailman of the Inca empire, was an essential component of the Inca communication system.



Incan fortress of Ollantaytambo in Southern Peru in the Valley of the Incas. Photo: Matthew Kazmierczak

> "There are texts that go back to the colonial period in Peru suggesting that at least some *quipus* were also used to record poetry, historical data and complex geometric abstractions in addition to basic arithmetic calculations."

Recruited from the ranks of youth between the ages of 18 and 24, the *chasquis* would run at full speed between way stations or '*tampus*' situated about 20 kms. apart throughout the road network, with smaller rest huts found every 2 kms. At each *tampu*, the incoming messenger would hand the waiting *chasqui* the *quipu* or the verbal message being relayed and the new runner would then in turn start the brutal run to the next *tampu*, and so on until the final destination was reached.

The *chasqui* network was so efficient and well maintained that information could be sent over a distance of 200 miles daily, a speed not topped until the arrival of modern conveyances.

Quipus and *chasquis* have long since entered the realm of Andean folklore and myth and have become artifacts and legends of interest to museums, anthropologists and the tourist industry. The real importance of these two little known legacies of Inca culture is that they remain remarkable testimonies to the ingenuity of man's early attempts to record and disseminate his words and deeds both for his time and for future generations. ■

Tony Donovan teaches at the KFUPM in Dhahran, Saudi Arabia.

A LAN

Tim Conrad describes an experimental bilingual program where kids learn English one day and Spanish the next

We had come to the final days of seventh period's Dual Language Class, or *Clase Bilingue*. Throughout the year, one day was Spanish Day, the next English Day, with 13 Utah middle-schoolers learning Spanish for the first time, and paired up as language-learning buddies with 13 Mexican newcomers to the U.S.

I reflected on the students' own evaluations of the course. For Ron Rowling, the class intellectual, "It was like kindergarten one day, college the next!" Magdalena, the class *quejona* [complainer] writing partly in English, partly in Spanish, reported that the English speakers *"ayudaban cuando querían* [helped only when they wanted to]. When they say no we have to do it alone." Julio, nicknamed SP (Soccer Player), enjoyed sports, games, and making friends. For him, Clase Bilingue "was fun and I learned more English." Naomi wanted to learn Spanish so that she could talk to her Dad's Peruvian side of the family. She said, "The class was a blast! I think we should have all of the same people in the same class again next year."

Much like our students, my wife and I found team-teaching the dual language class a tough, yet intriguing experience. Kerry is an ESL and Spanish teacher at Mount Ogden Middle School (MOMS), while I teach ESL/bilingual education courses for K-12 teachers at Weber State University.

As a teacher educator and applied linguist, I am interested in classroom discourse and intercultural communication. I wondered what ongoing adjustments we would need to make as we tried to meet everyone's academic and social needs and expectations. Throughout the year I explored what the students were thinking and doing. I've left unedited in this report their comments, and students' names have been changed. From a much larger study, I've extracted seven key aspects of the dual-language class:

MOTIVATIONS FOR CHOOSING THE CLASS: "I want to be a polotican (President) and it is important in that field of work to be multilingual," wrote Ron about why he had taken the class. Tom's motivations were family-oriented: "My mom wants me to speack Spanish because she wants me to speak her language. Also I wanted to speak to moms side of the family." In contrast, the Mexican students had heard about the fun, social class activities. For example, Magdalena wrote, "I take this class because it's fun, *calabazas* [pumpkins] and *piñatas. Tambień por que hacemos fiestas* [Also because we have parties]."

TESTS IN A NEW LANGUAGE: "The Spanish part was hard but interesting because I learned new Spanish words. It was different from any other test I've taken!" Alice, a beginning Spanish learner, had just finished taking diagnostic second-language proficiency tests in both English and Spanish in speaking, reading, and writing. For the first time, she understood what ESL students experience throughout the school day. Much like Alice, but in reaction to the English tests, Laura wrote, *"Fué difficult porque no se bien el Ingles, interesante porque entendí algunas palabras* [It was difficult because I don't know English well, interesting because I understood some words]."

PEER-TEACHING SURVEY: "Teaching is like a bus. When you ride it, it's okay but not too fun." Brandon's metaphorical comments revealed a certain ambivalence students felt about being responsible for helping teach their classmates on English Day or Spanish Day. Kathryn, a very conscientious peer teacher, disclosed at the end of the year, "I didn't really like helping all the time. I got bored sometimes." Yessica wrote about how she taught better when she was more personally motivated: *"A veces me nojo por que me ase enseñar...cuando yo en seño por mi propia voluntad me siento más o menos.* [*Sometimes I get angry when someone makes me teach...when I teach because I want to, I feel more or less okay about it*]." Fabio complained that teaching was hard because "Jack doesn't know Spanish!"

LANGUAGE-LEARNING PARTNERS: "In the dual-language class the whole point is to have a partner so that you can help each other. In other classes you have to do it by yourself more. It's not like your personal partner thing." Tasha explained further that having partners was a popular, helpful aspect of the class. For the majority of class time, students worked in pairs and small groups in interaction with native speakers of the new language they were learning. Many students self-selected permanent partners and became good friends. However, the interpersonal aspects were not always so smooth, as revealed by Yessica's comments, "Ron, *ese preguntón!* [that questioner!] He always go I got a question, I got a question! Tasha's sometimes fun to help but she's always talking and talking. I dont like Kathryn because she doesnt let me write in her notebook." According to Jack, "Mona is most helpful with Spanish. The mouthiest one, the loudest one is Yessica obviously. Yappy, Yappy, Yappy!"

LIBRETAS: "Soccer Rules!" declared Julio on the cover of his *libreta* [class notebook]. A meteor soccer ball shot over a rectangular soccer field with the goals and center line carefully marked. Strutting his famous number 8 was Alberto García, Mexico's star midfielder of the *Copa America* Games. Like a mirror image, Brandon's cover extolled his favorite sport: "Baseball Rules!" A flaming baseball zipped out of a diamond-shaped stadium, slugged by number 10 Chipper Jones, clutch-hitting 3rd Baseman of the Atlanta Braves. Julio and Brandon were dual-language partners and buddies. In old-English calligraphy style, so popular among the Mexican students, a page from Julio's *libreta* declared: "Brandon is my best friend." On a rough map of Mexico and the Southwest U.S., Brandon had traced Julio's journey to Utah from his two former homes

UAGE A DAY

"Students can't simply be grouped interculturally or crosslinguistically with the expectations that meaningful interaction and learning will automatically occur."

in Michoacán and Tijuana. Students used their *libretas* to communicate interpersonally and interculturally, filling them with multicolored drawings, notes about goings-on inside and outside class, and identity slogans such as "1000% *Mexicano*," or "Trekkie Forever!" (a Star Trek fan).

HOME VISITS: "*Me dan pena!*" Our beloved *quejona*, Magdalena, explained she couldn't wear her glasses to school because they bothered her, made her look ugly. Kerry and I were doing follow ups of our students' SEOPS. Student Educational and Occupational Plan Surveys involved personal visits with parents to discuss the results of their children's course grades and occupational/career goals, then work out an individually-tailored class schedule for the coming year. We learned so much from these home visits with Magdalena and other students. Tina's father, Emmanuel, a temporary Manpower worker, was anxious about what he called *trabajo forzado y descanso forzado* [forced labor and forced rest], haphazardly having to deal with all-night shifts and overtime on the one hand, and the loss of wages because of extended layoffs on the other. Selena's father decided the family needed to sell off her extensive, much-loved CD collection of Tejana and other varieties of Spanish and English popular music. Because of a progressively debilitating illness, Kathryn's mother had to resign her position as an anthropology professor.

STUDENT VIDEO PROJECTS: "Our house would be very boring!" Ron said after class. Earlier, both English and Spanish speakers had been fascinated by a videotape of Lidia's rocking *quinceañera* birthday party in the back yard of her home, with many relatives and friends enjoying the brassy *banda* beat of *Radio La Mexicana* AM 730 while slivers of pork *carnitas* bubbled in two huge *casos* [cauldrons] of boiling water. Despite their differences, we noticed that for most of our students, camcorders were a popular means of preserving experiences. We encouraged students to videotape a home or family episode, so that they could bring their unique worlds into view for all their classmates, both Spanish speakers and English speakers.

Ron lived in a beautiful home at the foot of Mount Ogden next to a quiet pond surrounded by aspen. However, convinced his home would be too boring, he chose to videotape a family camping trip exploring the weird rock formations and hoodoos of Goblin Valley in Southern Utah. Yessica was embarrassed about her small inner-city rental, almost bare of furniture, an old TV sitting on the floor. But she loved babies and decided to videotape her little drooling five-month-old nephew in her married sister's more spacious home. Yessica asked the class to decide on Spanish Day: "¿Es interesante ó no es interesante: la vida de un bebé? [Is it interesting or is it not interesting: the life of a baby?]. Class projects by other students included an intricately enacted episode with toy soldiers called "GI Joe Vs. the Evil Cobra," "Turkey Day with Grandma & Grandpa," "Hanukkah at my Home," and "*Equipo Mexico*" (Soccer Team Mexico).

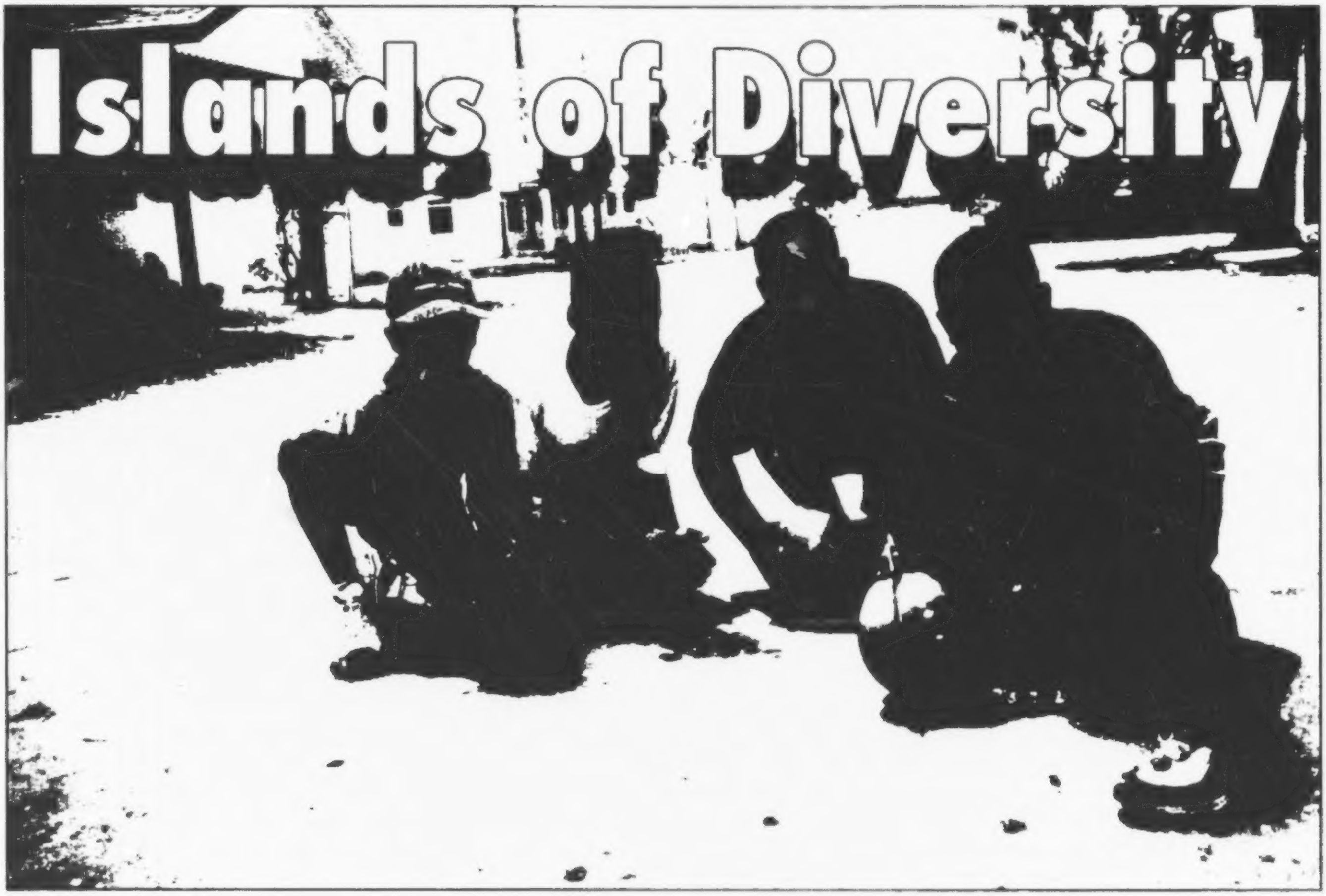
Like Brandon's bumpy bus ride with his new classmate from Mexico, our dual-language Spanish/English explorations at MOMS revealed how challenging, sometimes even uncomfortable such learning environments can be. Educational ethnographer Frederick Erickson speaks of the possibilities for both "affiliation as well as conflict across cultural differences" as children and teenagers from different backgrounds interact at school. He also warns, "Schools are collection sites for diversity of voice and identity. Schools ask of students that they try on new discourses, new ways of speaking and thinking, new ways of being a self, and to appropriate them as their own…that is personally risky business, both for students and teachers" (p. 55). Obviously, students can't simply be grouped interculturally or crosslinguistically with the expectations that meaningful interaction and learning will automatically occur. However, I think that the *personally risky business* of trying on new discourses, new ways of speaking, thinking, and being a self is what deeper learning is all about, and keeps students from feeling class is "like kindergarten" every day. ■

Reference:

Erickson, F., 1997. Culture in Society and in Educational Practices. In J.A. Banks & C. A. M. Banks (Eds.), *Multicultural Education: Issues and Perspectives* (3rd Ed.) (pp. 32-60). Boston, MA: Allyn and Bacon.

Tim Conrad is an assistant professor of the ESL/Bilingual Endorsement Program for pre-service and in-service teachers at Weber State University in Ogden, Utah.

Islands of Diversity



The official language of the Bahamas is English, more British than American, and generally intertwined with a special Bahamian dialect. **Walt Wolfram, Becky Childs, Jeffrey Reaser** and **Benjamin Torbert** report

While Caribbean English is certainly one of the most readily identifiable English accents in the world, there is also great diversity based on cultural background, regional location, and language contact history. No set of islands represents this variation better than the Commonwealth of the Bahamas.

The Bahamas consist of more than 700 sprawling islands. They extend from Grand Bahama in the north, located about 60 miles off the Florida coast, to Inagua to the south, located approximately 50 miles from Cuba and Haiti. The 30 inhabited islands are home to almost 300,000 permanent residents. Many Afro-Bahamians, who comprise 85 percent of the population, originally came from the Gullah-speaking area of South Carolina, while many early Anglo-Bahamian settlers were British loyalists from North America who came to the Bahamas after the American Revolutionary War.

A Distinct History

The first known inhabitants of the Bahamas were the Lucayan Indians who migrated to the Bahamas from South America as early as 600 CE and inhabited the islands until the Spanish invasion led by Christopher Columbus at the end of the fifteenth century. The Spanish conquest managed to destroy the indigenous population. Their lasting contribution is the name Bahamas, taken from the Spanish words *baja* and *mar*, meaning 'shallow sea'.

In 1648 the first English settlers to the Bahamas arrived from Bermuda and established a colony on the island of Eleuthera. Limited natural resources and disease caused many of the settlers to return to Bermuda. During this time, the first colony, New Providence Island, was established on the site that is now the Bahamian capital city of Nassau.

After the American Revolutionary War in the 1780s, many British loyalists fled the newly formed United States and settled on the major and outlying islands of the Bahamas, coming from ports in New York and Florida. There is an apparent connection between a historically isolated group of Anglo-Bahamians located on the out-island community of Cherokee Sound on Abaco Island and the speech of coastal North Carolina. Approximately 5,000 to 8,000 loyalists remained in the Bahamas after an extensive immigration during the years following the American Revolutionary War.

The abolition of slavery in 1833 changed

continued p.30

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from p.28

the social structure of the islands to some extent. In the 1950s, the Bahamas established long-term economic stability through the tourist industry. In 1973 the Commonwealth of the Bahamas became independent. The unique cultural history, the ethnic demographics, and the past and present social dynamics of the islands have helped create and maintain distinct varieties of English in this vast chain of islands.

Sounds of Bahamian English

Some of the most distinctive traits of Bahamian English are found in its pronunciation. A sentence like *Ve 'ope you like honion* highlights a couple of distinctively Bahamian pronunciation features. The pronunciation of both *v* and *w* in the same way, usually more like a *v* than a *w*, as in *vatch for* "watch" or *vin* for "win," is a notable feature of Bahamian English. This pattern was found in some earlier English regional dialects in England, in Gullah, the Southeastern US creole, and even in some dialects spoken by white loyalists from the Carolinas, but it is not common in other Caribbean creoles or in most present-day native English dialects in the US or England. Another distinctive trait of Bahamian English is h-dropping as in *'ope* for "hope" as well as the insertion of *h* before a vowel as in *honions* for "onions". Most people attribute this to earlier Cockney influence, one of the primary British influences on Bahamian speech, but h-dropping is a naturally developing trait in a number of English dialects.

The vowels of Bahamian English illustrate its diversity and complexity, as they blend aspects of British English, American English, and Caribbean English. The vowel of trap is pronounced like the vowel of father, in line with its British English pronunciation as well as other Caribbean dialects. The diphthongs of words like prize and time show both ethnic distinction and regional distribution. For Anglo-Bahamians living on out islands like Abaco, the vowel of prize and time sounds like *proize* or *toime*, similar to its pronunciation on the Outer Banks of North Carolina and much of the Southern Hemisphere, including Australian and New Zealand English. Afro-Bahamians, however, tend to align their pronunciation of these vowels with Southern African American speech in the US, so that prize is pronounced like *prahz* and time is pronounced as *tahm*. The cadence of Bahamian speech, like other Caribbean varieties, is syllable-timed so that each syllable gets approximately the same beat, and vowels in unstressed syllables are not reduced as they are in American English. The intonation of affirmative sentences makes them sound more like questions than statements to the ears of most North Americans, who may interpret a statement with rising intonation such as *We're going now* as a question instead of a statement.

Sentence Structure

The sentence structure of Bahamian speech ranges from the use of creole forms to a style that closely approximates standard English. The most creole-like version, which linguists refer to as the BASILECT, may be difficult for outside listeners to understand when it is spoken among friends in a casual context, whereas the more standard-like variety, referred to as the ACROLECT, doesn't seem very different from varieties of English spoken elsewhere. Some speakers shift their speech when talking to different people in different circumstances. Code-switching, ethnic variation, social distinction, and regional distribution within the Bahamas all contribute to the complexity--and the intrigue–of Bahamian language use.

The basilectal version of Bahamian English spoken by Afro-Bahamians in Nassau and other Bahamian locales reveals creole-like features that include the lack of past tense marking for past tense events and the marking of aspect with verbal particles.

A Sample of Bahamian English Words

biggity	*uppity, self-important*
big eye	*greedy, selfish*
big up	*pregnant*
bridle	*dry saliva*
burying place	*cemetery*
camolly	*big bump on the head*
creek	*narrow inlet*
crocus bag	*coarse woven material used for packaging material*
cutlass	*machete*
eye winker	*eyelash*
fetch in, fetch up	*come ashore*
fix	*put a hex on someone*
gapseed	*gossip*
gussy mae	*heavy woman*
haint	*ghost*
hoe cake	*unsweetened cornmeal cake*
kitty corner	*crooked*
long out	*pout*
manjack, mainjack	*special male friend*
one-one	*scattered*
peanut cake	*peanut brittle*
parrot toe	*pigeon toed, feet turn inward when walking*
pick somebody's mouth	*get gossip from someone*
pone	*baked pudding*
potcake	*hybrid dog, mongrel*
puckertery	*confused, in a quandary*
quarm	*walk in an affected manner*
sometimey	*inconsistent, moody*
souse	*boil meat with onions and seasoned water*
stench	*to be stubborn about something*
switcher	*a lime drink*
tarpree	*short fence*
yuck	*jerk*

We hear sentences like *When he get money yesterday he buy a present* for an activity that occurred in the past. Completed action is indicated with done as in *She done go straight to bed after she eat.* The verb be maybe absent in sentences like *She nice* or *They actin' nice,* linking it with other creoles such as Gullah as well as English varieties with historical creole connections that include African American English in the US. Isolated out-island Anglo-Bahamian communities are particularly noted for their use of these remnant forms of English.

Words and Sayings

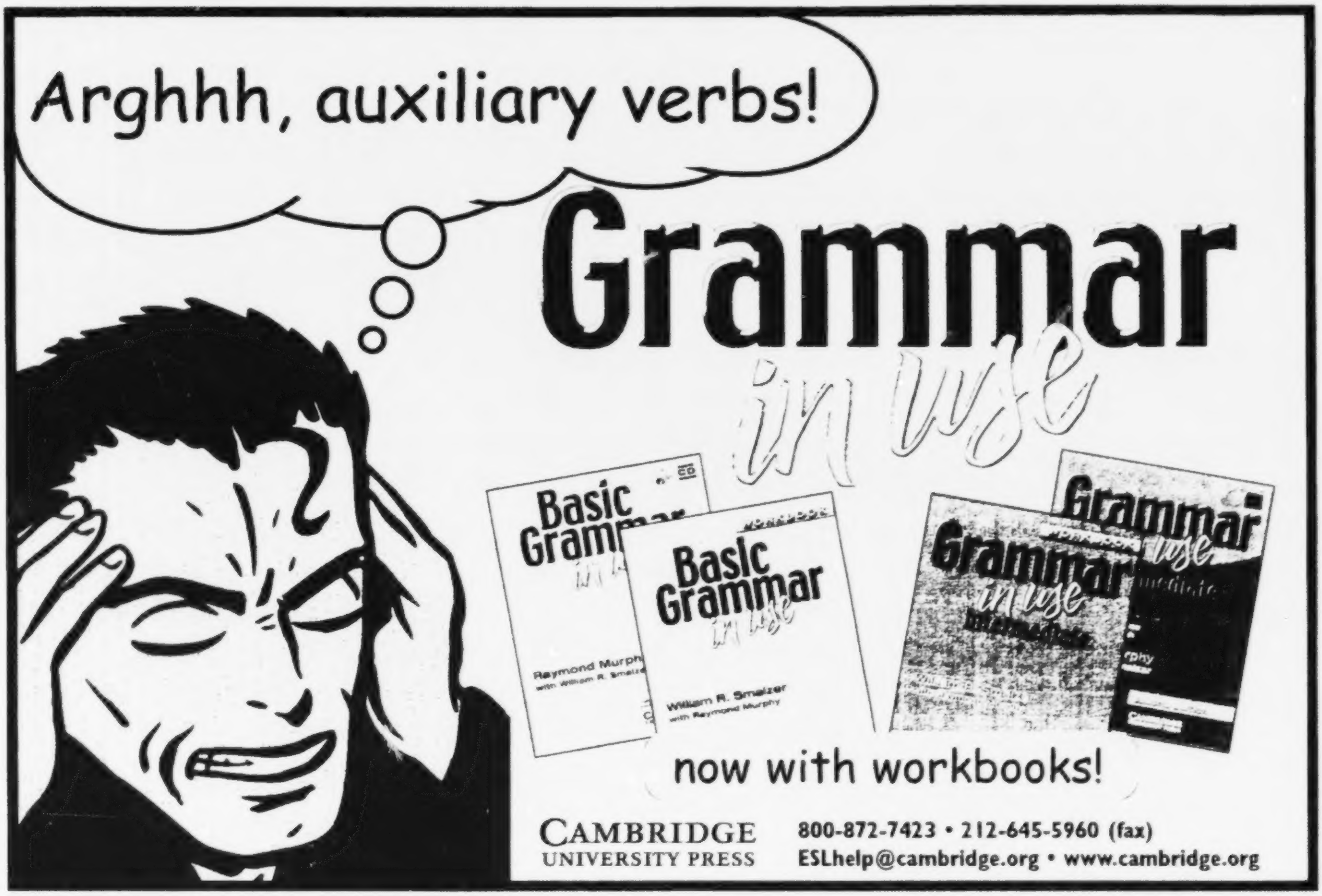
Some of the most engaging differences of Bahamian speech are found in vocabulary items and phrases. Though the vast majority of words are shared with other English dialects, there are also words that would likely confuse the first-time visitor to the Bahamas. Words like *obeah* for witchcraft or a hex. Many words are identifiable because of their association with common English words, but they are used with different meanings: *reach* for arrive in *Have they reached yet?* and *back-back* for reverse. There are also a number of words used by Afro-Bahamians that suggest a connection with other Caribbean English varieties, Gullah, and even African American Vernacular English. For example, *day-clean* is used for sunrise as it is in other varieties of Caribbean English and in Gullah. *Cut eye* in *Don't cut your eyes at me!* refers to a type of disdainful rolling of the eyes.

Finally, a visitor to the Bahamas can be treated to a rich assortment of proverbs and sayings that describe universal kinds of social relations and conditions. For example, *you can't hold two cow tail the same* refers to the biblical admonition "you can't serve two masters." These are just a few of the dialect treasures found in Bahamian speech that link language and culture. There is little doubt that the English language in all its variations is one of most attractive cultural resources of the Bahamas. ■

Further References:

Details about pronunciation and grammar come from Becky Childs and Walt Wolfram, "Bahamian English Phonology", and from Jeffrey Reaser and Benjamin Torbert, "Bahamian English Morphology and Syntax," to appear in *Varieties of English Handbook* (Berlin: Mouton de Gruyter). Information on the words of Bahamian English can be found in John Holm and Alison Shilling *Dictionary of Bahamian English* (1982, Cold Spring, NY: Lexik House). More lighthearted phrase books such as *Talkin' Bahamian'* (1994) and *More Talkin' Bahamian* (1995) are published by Guanima Press in Nassau.

Walt Wolfram is the William C. Friday Distinguished Professor at NC State University and the general editor of the dialect series for Language Magazine. Becky Childs is a Ph.D. student at the University of Georgia and Jeffrey Reaser and Benjamin Torbert are Ph.D. students at Duke University who do research on Bahamian English.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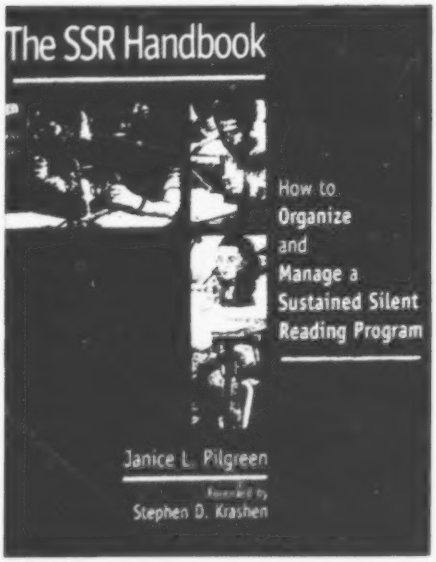
The SSR Handbook
How to Organize and Manage a Sustained Silent Reading Program
Janice L. Pilgreen
Foreword by Stephen D. Krashen

The SSR Handbook:
How to Organize and Manage a Sustained Silent Reading Program
Janice L. Pilgreen (with forward by
Stephen Krashen) (2000)
Portsmouth, NH: Heinemann
Boynton/Cook Publishers
Pp. xviii + 142
ISBN 0-86709-462-1 $15.00

MOST SSR (Sustained Silent Reading) literature has focused on first language reading and has generally shown that SSR is beneficial in improving reading comprehension, vocabulary, writing skills, and attitude toward reading. But is SSR an effective technique for teaching ESL (English as a Second/Subsequent Language) students? Author/educator Janice Pilgreen would answer with an emphatic "Yes!"

Pilgreen conducted a research study with her own intermediate level ESL students (10-12 graders), as well as reviewing several "Stacked for Success" programs (which incorporated all eight essential "Factors for SSR Success"). Conclusions indicate that SSR is indeed beneficial for second language learners in terms of vocabulary growth, increase in reading comprehension, and increase in reading for pleasure.

These findings were not surprising to the author, who has been a long time advocate of the benefits of SSR. Here, she shares her insights and expertise with educators of both ESL and native-language students. The handbook is a well-organized, in-depth, how-to guide for educators who want to create a successful SSR program or improve existing SSR programs.

The book begins with a forward by linguist Stephen Krashen, who supports his assertion that "free voluntary reading makes a powerful contribution to language and literacy development" (vii) with research citations that date back to 1948. Pilgreen follows Krashen with an introduction in which she defines and supports SSR with her own research studies and asserts that it's "time to stop telling people that SSR works and start telling them how it works" (xviii).

And the remainder of the book does just that: it provides explanations of the eight "essential factors for SSR" success. These are:

1) Access—This factor involves getting reading material (books, magazines, comics, newspapers, etc.) into the hands of students. Instead of requiring students to bring reading material from home, Pilgreen believes responsibility belongs with teachers and the schools.

2) Appeal—In addition to offering interesting and provocative material, a wide variety of various genres and reading levels (especially important for the ESL reader), and appropriate material for the classroom, teachers should also remember that Medal winners are not always of interest to students, paperbacks are almost always preferred, and matching students' interests with appropriate books are also important factors of appeal.

> "SSR is indeed beneficial for second language learners in terms of vocabulary growth."

3) Conducive Environment —This involves comfortable surroundings, putting students at ease emotionally, a low risk environment (e.g., soft music, non-judgmental), a quiet, sacred time for reading with no interruptions, and providing time for students to interact socially by allowing them to discuss their books in an informal "risk-free, low-anxiety" setting.

4) Encouragement—This includes adult modeling, parent and administrative support, reading as its own incentive, and follow-up activities that encourage further reading.

5) Staff Training—This principle includes the importance of training teachers and administrators, understanding the philosophy behind SSR, offering support, and answering questions in order to implement a successful SSR program.

6) Non-Accountability—This principle allows students to read without completing any book reports, journals, reading logs, or anything "students perceive [as] a post-SSR activity" (p. 65). One of the major purposes of SSR is for students to simply enjoy reading.

7) Follow-up Activities—This involves offering a wide variety of activities for students to channel their excitement and enthusiasm about reading. What's important here is that students be offered opportunities to share or collaborate with their peers, and be allowed to select their own activities, all of which can positively contribute to and encourage further voluntary reading, without being required to participate.

8) Distributed Time to Read—The most successful SSR programs set aside 15-20 minutes at least twice a week (50% of the programs set time aside every day). Making reading a habitual activity in class can also be a conduit to reading outside of the classroom and away from school.

The last chapter offers answers to the most frequently asked questions regarding the eight factors, a wealth of resources for finding reading materials, and perspectives from High School ESL students, including Artie who said, "I would like to learn more about ...the 'world' that is hidden inside of each book!" (p. 83). The inclusion of sample handouts, surveys, questionnaires, and research studies and their findings in the appendices create an immediately useful handbook that will appeal to both ESL and native language educators alike. ■

Laura Vasquez is an ESL composition instructor who has taught all over the world. She is currently an M.A. TESL candidate at California State Polytechnic University, Pomona.

COMMUNICATION WITHOUT WORDS

The Man Who Lost His Language
Sheila Hale (2002)
London, UK: Allen Lane
Pp. 302
ISBN 0-713-993-618
CDN $32.99

The Man Who Lost His Language
SHEILA HALE

WE OFTEN TAKE OUR capacity to produce language for granted. This ability is based on a series of intricate processes that take place in the brain. If something goes wrong with the brain there can be catastrophic consequences for the individual.

In *The Man Who Lost His Language*, Sheila Hale tells the story of her husband, Sir John Hale, an eminent art historian, who, at 69, suffered a stroke that deprived him of the power to speak or to write. In the course of the book, the author describes how she and many friends aided her husband's recovery although he was never able to regain the meaningful speech with which he had once captivated listeners.

Much of the book is devoted to the author's extensive research into aphasia (which means "without language"), how and why it happens and how the condition affects language in those suffering from the disorder.

Her investigation reveals how little we actually know about the relationship between speech and thought, what impaired speech tells us about language and intelligence–and how much all of us communicate without words.

The Man Who Lost His Language is a fascinating and in many ways, frightening account of a condition that is becoming increasingly common as people live for longer than they did in the past. The book will be of particular interest to anyone who wants to learn more about communication disorders. ■

Patrick Mullins teaches ESL in Toronto, Ontario, Canada.

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Li-Lee Tunceren explores the effective impact of technology on her ESL classroom

Applying Online Design in the Face-to-Face Environment

As a typical ESL instructor who is constantly searching for innovative and effective teaching materials and materials and always open to change, I marked the millennium year by conceiving, designing and ultimately teaching an online advanced ESL course. I had heard much made of the "no significant difference phenomenon," that distance education resulted in students with similar levels of measured outcomes as live interaction with an instructor in the classroom, and I was ready to test this notion first-hand. Though not technologically super savvy, neither was I a total technophobe—I had been having students word process for years; I had set up e-mail groups in my classes; I chose textbooks with CD ROMs; I used PowerPoint at conferences and in class. So, I simply climbed aboard a higher electronic wave and have continued to enjoy the thrill of an exciting ride.

Learning the e-courseware selected by our college (WebCT) consumed a good part of that year, but choosing what content to include and how and when to deliver it also took creative thought. I was struck by how moving to the online environment forced me to put into practice the very best teaching methods that I had garnered—though sometimes let slip—in over twenty years in the field. Content organization and presentation were two recurring issues as I fashioned modules and assignments. The questions of online discussion, correspondence, and assessment followed. How can I establish rapport and respect with remote students? I enrolled in two mini-courses to get the feel of online learning, I turned to generous pioneering instructors and instructional technologists for ideas and support, I trusted my instincts as a seasoned classroom teacher, and I tried, failed, retried and rehearsed quite openly and humbly with my students in my classes on campus before ever jumping into the online arena.

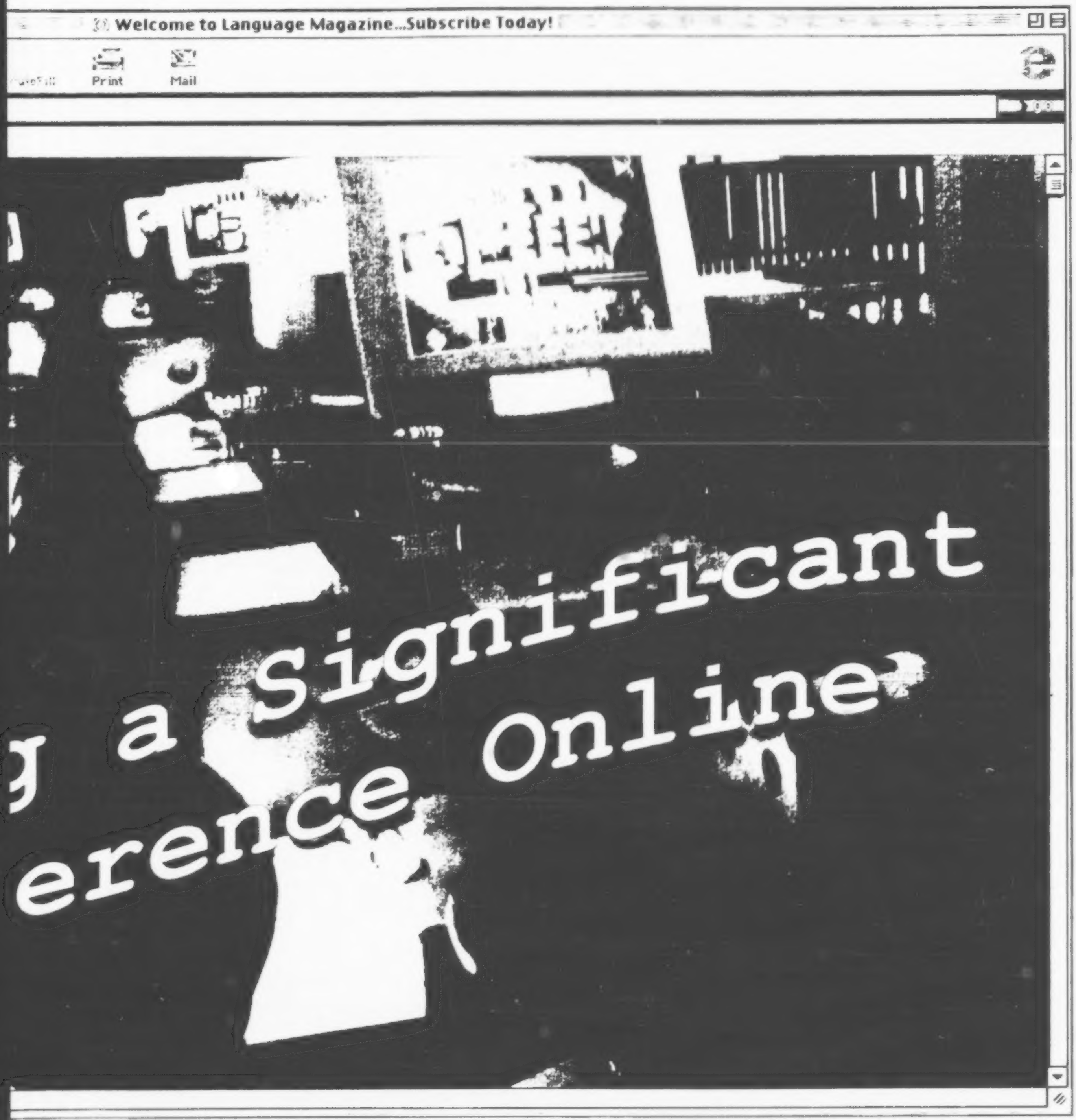
Students Are Your Best Resource

Students are the best editors in the world. They are also at our mercy, but my advanced ESL students did not balk or show disinterest as I imposed technology on them in the classroom. From ages seventeen to seventy, they welcomed it. They did, however, complain when assignments were not clear or pertinent, grading scales confusing, and computers outdated and frustrating. These were areas of concern which I needed to address to ensure a successful distance course. Now, nearly three years later and quite comfortable with the online environment, I still continually redesign each semester, taking student evaluations very much to heart. Not only do the distance students profit from a solid course, however. My on-campus students reap the benefits of all that I offer the "onliners" as they take advantage of the same tech-based instruction every day. The following list comprises a few techniques that I would encourage language instructors to try:

Hints from the Distance Learning Trenches

Use content-based teaching along with Web-based teaching. Searching online for information—content—is what our students do in their personal, professional, and academic lives. Aid them in this area. Familiarize yourself and your students with the college cyber library/electronic recourses. Bookmark sites; read and listen to local, national, and international news as fits your topic together in class.

Make even a rudimentary website with the main components of the course available for student access at all times: policies/syllabus; asynchronous discussion board; major assignments and due dates; feedback and grades [Note: Even *Microsoft Word* pages can be saved as web pages; the host institution usually has space available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online for each instructor to upload. The discussion area may require specific e-courseware.]

Incorporate the four skills even when live interaction is not taking place. In other words, in a unit on Civil Rights, do not simply find websites on Martin Luther King's life and work; search for actual speeches. If computer labs do not have software such as RealPlayer, download for free. On the other hand, in a listening class where much of the course is audio or video, incorporate reading and summarizing, again in a theme-based environment.

Require postings to an asynchronous discussion area. Students may begin a discussion in class but continue outside. Voices often emerge from those who rarely speak up in class. "Published" reactions and insights are quite often more thoughtful and clearly expressed than on-the-spot responses. Participate in discussions as well. Add links to relevant websites and ask students to do the same.

Write interactive quizzes that students take outside of class; free up class time for live interaction, clarification of reading assignments, presentations, and guest speakers. Allow retakes; quizzes serve as a form of mastery learning. Keep major test grades in class written assignments such as summaries and essays and grade both for thought process and linguistic ability.

Incorporate creative application of multi-media in class; require more than a poster when students present. Use the pro-

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from p 37

jector often. Consult instructional technologists and/or other instructors who are more familiar with technology for help. Invite them to class and explain to students what you are attempting to do—learn together.

Print less; require online submissions of drafts and send feedback electronically. Teach students to attach files, insert graphics, and use editing tools in word processing programs. Add streamed video to the course; explain assignments, clarify difficult concepts, highlight key points. Keep mini video lectures short and succinct. Six or seven minutes is plenty. Create a CD and obtain permission to include plug-ins if you cannot put up on a Web site.

Add sound files to vocabulary lists. Record the words and perhaps sample sentences. Again, either make available on the Web or in CD format. Find interested volunteers, tutors (native speakers) to do this as well.

Encourage collaboration as in a traditional ESL class; two students at a computer is fine. Assign group projects that require use of technology. Do not do away with face-to-face discussions, peer editing, traditional lectures altogether. Meet with students individually for writing conferences and general assessment.

LEARN FROM STUDENTS! Many young, aspiring, international students entering our courses these days have already internalized the Internet and use technology in surprising ways everyday. Find out what they are doing, what they like, what works–and try it!

C'est la difference

Technology continually evolves; it is hard to keep abreast of what the latest is, but it is worth making the commitment to try. Attend instructional technology showcases and training sessions on campus; pay closer attention to your teenager's computer use; join a listserve; subscribe to free online journals; take an online course; order sample copies of multimedia ESL courses; discuss technological innovations and limitations with students, teachers, technologists, and administrators. Tech-based learning is here to stay, so accept it, learn it, curse it, embrace it, push it, and control it. Be prepared to grapple with numerous questions, obstacles, and frustrations and spend countless hours at a computer with coffee at hand. Be open and flexible, yet critical and demanding, always keeping in mind course goals, student goals, and your own professional goals.

In time, it will all become clear: there is a significant difference. ■

Li-Lee Tunceren is an ESL instructor at St. Petersburg College in Florida.

Lessons for the One-computer Classroom

Project #17: Label It

Students import a picture into *Microsoft Paint* and label as many different items as they can.This is an excellent project for even the lowest level ESL student. Since the students pick the pictures and what items to label, the lowest level students can participate and be successful in finding pictures for which they know the vocabulary. At that level, students might only have to label 3 or 4 items in the picture. At more advanced levels, students can pick photos displaying more intricate or complex images, can be required to label more items, and might have to use adjectives or other descriptors in addition to the noun.

Step 1) Prepare a "model" that students can view as an example. The model for this project should look something like the first illustration right. You create the model using a photograph you have taken or scanned.

Step 2) Introduce the project by showing a completed project to the whole class on the classroom projection system or by holding up a print version.

Step 3) Introduce or review basic operations and tool functions in Microsoft Paint. Demonstrate how to open the photo or image from the camera or from the location where it was saved. Emphasize the procedures for inserting a text box, formatting the text, and drawing lines. Repeat all of the actions several times. Have students call out the steps of the process as a comprehension check before assigning a student or students to the computer to work on their own projects.

Step 4) Students take pictures or search for pictures to be scanned. (Photos from ClipArt or other collections can also be used.)

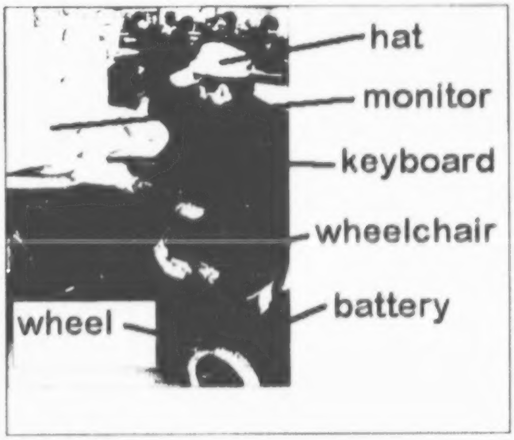
Step 5) Students work on their individual projects.

Step 6) As students complete their work, check the final product and save it before printing a copy for the student and a copy to post on the classroom wall.

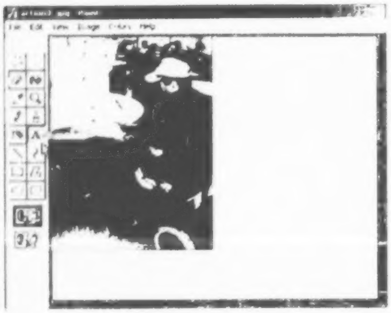
Steps for labeling a photo in *Microsoft Paint*

Step 1) Using the method appropriate to your camera, open the file in Microsoft Paint by clicking on File/Open and using the "Open" dialogue box to browse to the file where the photo is located. Alternatively, open the file where a scanned photo has been saved or import

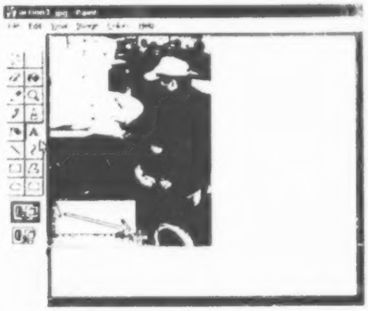
A regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their particular platform. For the purposes of this column, minimal computer skills means the ability to create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.



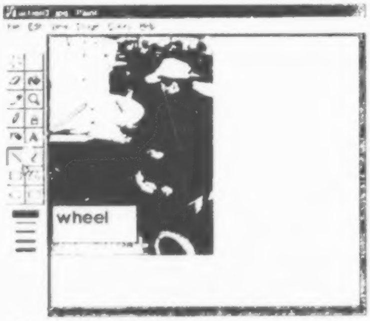
The finished product!



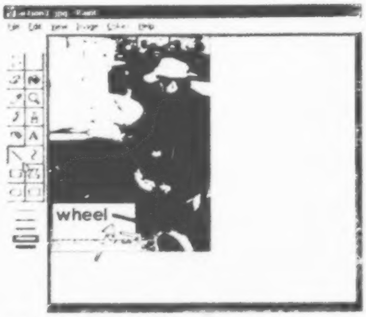
Click on the "text" tool.



Click on the photo and "drag" the cursor to create a "text box" and type in the name of the object.



Use the "Line" tool to create a line pointing to the object.



Click on the picture next to the label. This is the start of the line. Drag the cursor near the item in the photo you want to label and release the button.

> "At more advanced levels, students can pick photos displaying more intricate or complex images."

the file from a collection of photos.

Step 2) Insert a text box by clicking on the "Text" tool. The "Text" tool is the one that looks like a big letter "A" (See illustration top middle). Click and drag open a text box somewhere on the photo or in the white area surrounding the photo (illustration top right).

Click somewhere on or near the photo and "drag" the cursor to create a "text box". Type the text in the box.

Step 3) Use the "Line" tool to create a line pointing to the object.

Step 4) Click on the picture next to the label. This is the start of the line. Drag the cursor near the item in the photo you want to label and release the button. Click on one of the "thickness bars" at the left before you make the line to make it easier to see. You can also change the color of the line by clicking the color box before drawing the line.

Tips for working with computers and beginning students (individually at the computer or in groups)

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes. Remind more advanced students to save their work themselves.
- Be patient since beginning students are also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students.
- Create a folder to help you organize the completed projects. For this project, call the folder "Labels". As each student finishes, save the project in the same folder. You can also create a "Label booklet", which is simply one document with all of the students' individual labeled photos pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. ■

Barry Bakin is an ESL teacher and teacher advisor in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center and trains ESL teachers to integrate computers into ESL instruction.

LAND OF CONTRASTS

The Colombian flag proudly waves above a fortress in Cartagena, Colombia.
Photo: Emmanuel Vivier

Rich World reports on learning Spanish in Colombia

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Colombia is a land of contrasts: from the lofty heights of the Andes Mountains to the sultry coasts of the Caribbean you can experience just about any climate you want. Learning Spanish in Colombia is a great option because (i) not many folks there speak English and (ii) the Spanish spoken in Colombia is easy to understand and is also renowned around the world for its clarity.

There are many opportunities to learn Spanish in Colombia. One region that can be recommended as a base is the Caribbean coast, especially the cities of Cartagena, Barranquilla and Santa Marta. Life here is relaxed and easy-going: there are miles of unspoiled beaches to relax on while you do your homework and there are also ruins from the colonial period to explore. The cities display a culture that is vibrant and welcoming to the newcomer. At the time of writing, the U.S. dollar is trading at almost 3,000 Colombian pesos so many students will find that they are "millionaires" during their stay.

Although there are a few proprietary language schools in Colombia, many students opt to study at one of the of universities that have language centers where Spanish is taught. For example, the Universidad del Norte in Barranquilla offers an intensive Spanish Program for International Students which was developed for those who want to learn Spanish for academic, professional or social reasons. The Universidad del Norte also offers special language programs with custom-designed course work in general Spanish, specialized Spanish and in teacher training. If you intend to be based in Bogotá, you could consider attending a course at ANDAP (Academia Nacional de Aprendizaje) which offers Spanish classes at levels from beginner to advanced.

During a recent three-month stay in Colombia, I met many students from other countries who were studying Spanish there. One student, Anton Winkler, from Stuttgart, Germany, told me, "It's easy to use the Spanish you learn in the classroom because the people here are so warm and friendly. They really try to help you." His friend, Kirsten Gilb, echoed his sentiments. "I love Colombia so much I don't want to ever leave it!" she enthused.

And, as we watched a perfect sunset over the Caribbean Sea and lifted another Cuba Libre, we could hardly help but agree with her. ■

Rich World is a London-based photographer.

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Ann Cook examines Word Connections in Spoken American English

GOTCHA!

Mairzy doats and doazy doats and liddle lamzy divy
A kiddly divy too, wooden choo?

Mares eat oats and does eat oats and little lambs eat ivy
A kid'll eat ivy too, wouldn't you?

Remember when the light came on and you suddenly understood that funny little ditty? You probably went back and forth a couple of times in your head, saying it this way and that, reconciling what you had thought it was, with what you had just come to learn it actually was. What is unusual about that process is that it is an adult discovery, so we consciously register it. Children go through this process all the time, as they learn what word boundaries are and how to use them. When my son was about two, we were in the park and he was fascinated with two young men playing Frisbee. One of the guys yelled, "Get it!" and my son stood there and said softly, "Geddit. Geddit." He had no idea that it was an imperative verb form and a third person pronoun—he just knew that these two god-like creatures had uttered this commanding mantra in reference to the magical discus. And thus he learned.

Adults can be flummoxed by word boundaries as well. How many people thought guitar legend Jimi Hendrix was saying Excuse me while I kiss this guy when he sang *Excuse me while I kiss the sky*? There are numerous consonant transfers that have become embedded in the language. Originally, there was a snake called a nadder, a cloth covering called a napron and a large lizard called a legarto. We now have an adder, an apron and an alligator. Very spiritually, atone used to be at one. A friend once asked a nurse what department he was supposed to report to, and she either said, "You're in urology," or "You're in neurology." They squinted at each other for a moment, and she said slowly, "Neurology." I'm not sure, but I think there's even a 12-step program for people who talk too much, On and On Anon.

What does all this mean for someone who is learning English as a second language? It means that if they do their best to be a 'good student,' speaking English exactly the way it's written, they'll come away with a distinctly non-standard aspect to their speech. How unfair is that? Over the centuries, American English has shifted away from adherence to the traditional written forms. Elision is common, verbing is rampant, and new compound nouns spring up every day. There was recently a letter to the real estate section of the

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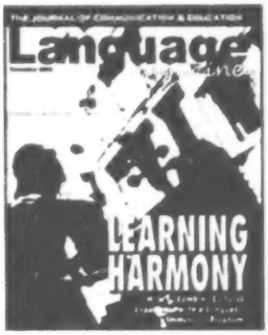

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from p.42

paper, asking how much time one had to execute a 'quick claim' deed. The reply explained that it was not a time sensitive issue, as it was actually a 'quit claim'.

Just as George Bernard Shaw subjectively and self servingly declined an adjective saying, "I am firm. You are stubborn. He is a pig-headed fool," so can value judgments be applied to any subjective topic. What one person would call fluent and colloquial, another would disparagingly, yet oddly alliteratively, call slurred and sloppy and slangy.

Where did colloquial speech get such a bad rap? Historically, of course, the British have always mocked and derided the upstart colonists' manner of expression. They framed the question by presenting their speech as 'proper British English,' which left us with the alternative of what? 'Improper American English?' Americans tend to hold all things English in a high regard, which leaves us with mixed feelings about our own way of speaking. Is it slang? Is it bad? Is it the twisted offspring of good English and bad speakers? No. American English is completely appropriate in America.

> "Americans tend to hold all things English in a high regard, which leaves us with mixed feelings about our own way of speaking. Is it slang? Is it bad? Is it the twisted offspring of good English and bad speakers? No. American English is completely appropriate in America."

The second shackle on the foot of colloquial American English is that whenever comic book writers want to make a character appear illiterate, they fill their talk bubbles with semi-phonetic, poorly spelled renderings of the English language. "Youse guys over dere," or "Yer gonna getta whuppin'!" or "Y'all bess be gittin' along now!" There is, of course, a huge difference between illiterate and colloquial.

Rules for Word Connections in English

There is actually a clear set of rules for how we link words in standard American English.

1 Consonant + Vowel
2 Consonant + Consonant
3 Vowel + Vowel
4 T, D, S, Z + Y

Consonant + Vowel

This is the most obvious of the four, and functions as the best 'quick-fix' for ESL students. If a word ends in a consonant, and the next one starts with a vowel, the final consonant jumps over to the beginning of the following word. Think of jum pover instead of jump over.

Consonant + Consonant

There are three main consonant positions—lips (p/b, f/v, m, w), tip of the tongue (t/d, ch/j, s/ z, sh/zh, th, y, n, l) and throat (k/g, ng, h, r). If a word ends in a consonant in a group, and the next word starts with a consonant from that same group, the two sounds blend into a single sound. When you say some people, the m and p fuse together.

Vowel + Vowel

To get from one vowel to another, you need to add a small connecting sound. This sound is determined by the position your lips are in. If you say go, your lips are rounded forward, so you add a slight w to link to a following vowel, go(w)away. If you say see, your lips are drawn back, so you add a small y, see(y)if.

T, D, S, Z + Y

This is the controversial one, as it's so easy to mock in print. If a word ends in T and the next word starts with Y, chances are, it will sound like a CH in rapid speech (I'll letcha know.) D is simply a voiced T, so D + Y produces a J (Didja see him?) S and Z respectively form SH and ZH (Blesshue! and Howzhier family?) It's also why we say sugar (shügr) and casual (kæzhy'w'l).

The French Do It

I actually got the idea for word connections from the French, though they call them liaisons. I came across a book called Skidiz, and was just floored to find out that they thought that skidiz somehow was related to ce qu'ils disent. Just to prove my point about how wrong that was, I went out and tried it out on a couple of French people. Much to my chagrin, not only did they understand me for a change, but answered back as if I knew how to speak French.

Because they have such a fabulous understanding of liaisons, it's quite easy to get French speakers to apply the rules of word connections.

The Chinese Don't

Chinese speakers, however, do not have the French facility for word connections, which is why their speech tends to sound choppy in English. This is because, although the language is geographically and linguistically diverse, there are certain commonalities in all of the dialects, a major one being that syllables end in vowels or nasalized consonants. This is not at all conducive to Rule 1, where the final consonant jumps over to the next word.

The Spanish Do It

Spanish speaking students will benefit enormously by adding word connections to their repertoire. When they say the following, they'll see that they have the same phenomenon in their own language: el hombre and e lombre. To eradicate the pernicious initial e before a consonant cluster, such as one estudent, simply write once toodent. Others are mice cool for my school and ince panish for in Spanish.

Teaching word connections requires a strong commitment to descriptive instruction (how it actually is), rather than prescriptive instruction (how it 'should' be). The most convincing argument is to analyze a recording of your favorite speaker and notice how the words just flow together. It's no accident that fluent and fluid share the same root. Let it flow! ■

Ann Cook is the author of American Accent Training and a world-renowned expert on accent acquisition. Visit www.americanaccent.com for information.

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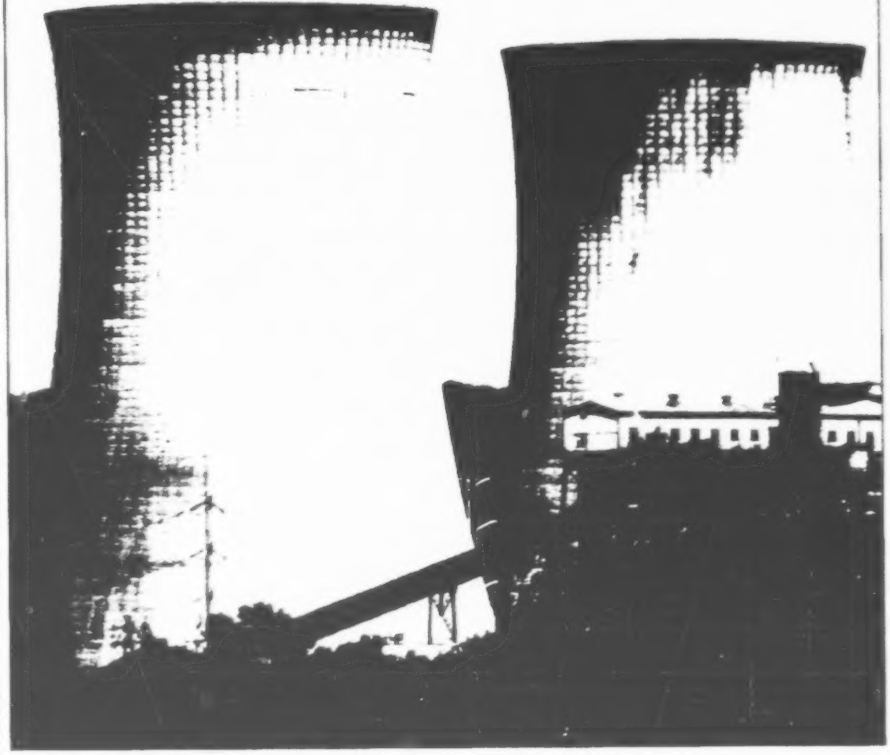
A Noo-kyuh-lur Nonproliferation Treatise

by RICHARD LEDERER

Cooling Towers at the Belvedere, NJ, noo-kyuh-lur power plant.
Photo: Larry Manire.



In a stunning *New York Times* article, Jesse Sheidlower, the North American editor of the *Oxford English Dictionary*, contends that it is now time to accept noo-kyuh-lur as a variant pronunciation of n(y)oo-klee-ur. The sounding noo-kyuh-lur has received much notoriety because a number of presidents from Dwight David Eisenhower to George W. Bush have sounded the word that way. Edwin Newman writes: "The word, correctly pronounced, is too much for a fair part of the population, and education and experience seem to have nothing to do with it."

Noo-kyuh-lur is an example of metathesis, the switching of internal sounds, as in Ree-luh-tur for Realtor, joo-luh-ree for jewelry, lahr-niks for larynx, and, more subtly cumf-ter-bull for comfortable. Sheidlower observes that, in addition to the pressures of metathesis, the –ular combination is a common pattern in English—circular, muscular, particular, vascular, and the like—while -lear is heard only in rare words such as likelier and cochlear. These patterns are evidence that the time has come to include noo-kyuh-lur as an acceptable sounding. In fact, the objections to noo-kyuh-lur are "a lost cause."

I beg—indeed demand—to differ, or as President George W. Bush has exclaimed: "Not over my dead body!" He really meant, "Over my dead body!"—and so do I. While the metathesis cumf-ter-bull (in which the er and the t have been transposed) is fully acceptable and entrenched in our language, cultivated speakers generally consider noo-kyuh-lur, ree-lah-tur, and their ilk as atrocities. From Eisenhower (who simply "could not get it right," writes Edwin Newman) to George W. Bush*, noo-kyuh-lur has never stopped raising hackles and igniting jeers. The *San Diego Union-Tribune* recently polled its readers to find out the grammar and pronunciation abuses that most seismically yanked their chains and rattled their cages. Noo-kyuh-lur was the crime against English mentioned by the greatest number of respondents. Their comments made it clear that noo-kyuh-lur twisted their faces into an imitation of Edvard Munch's expressionist "Screamer" at the bridge. Noo-kyuh-lur made them go ballistic, even n(y)oo-klee-ur. Despite its proliferation, noo-kyuh-lur has failed to gain respectability. Noo-kyuh-lur may be a sad fact of life, but resistance to it is hardly "a lost cause." Although we hear it from some prominent people, it remains a much-derided aberration.

I find three aspects of the n(y)oo-klee-ur/noo-kyuh-lur confusion especially scary: First, when a prominent lexicographer of Jesse Sheidlower's stature endorses noo-kyuh-lur as a variant pronunciation, acceptability may not be far ahead of us.

Second, doesn't it concern you that the man with his finger closest to the red panic button can't pronounce the word correctly?

And scariest of all: President Bush's advisers surely could coach him to sound the word correctly as noo-klee-ur: "Mr President, the noun form is n(y)oo-klee-us. Now please replace the last syllable, us, with ur, as in n(y)oo-klee-ur."

But apparently, the president's speech coaches have decided that his continuing to say it wrong will impress the U.S. as more folksy, more connecting. Whew. Talk about the dumbing down of the American mind. ■

**President Jimmy Carter, who helped Admiral Rockover develop the U.S. nuclear submarine program, pronounced the adjective as noo-kuh-lur and noo-klur.*

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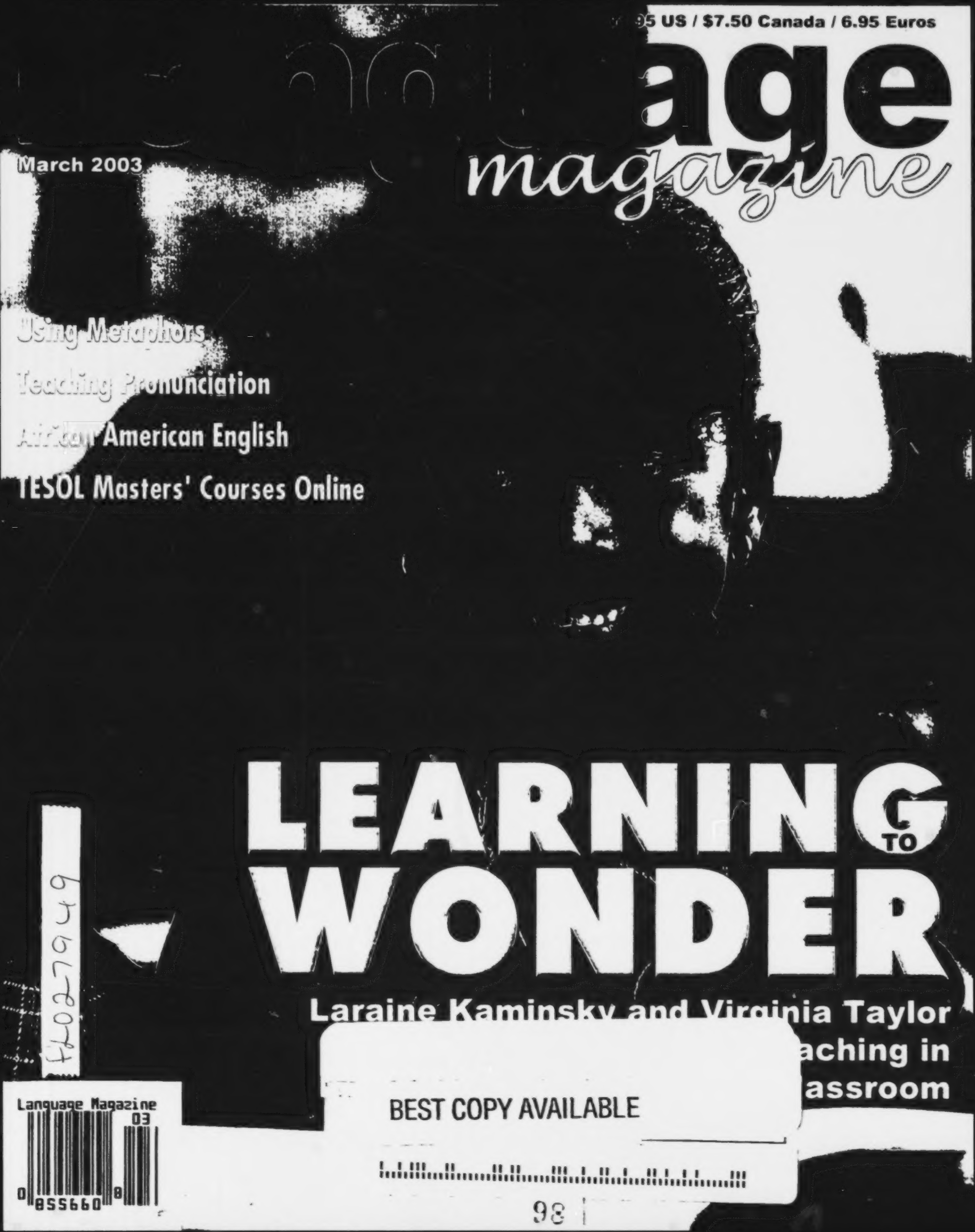

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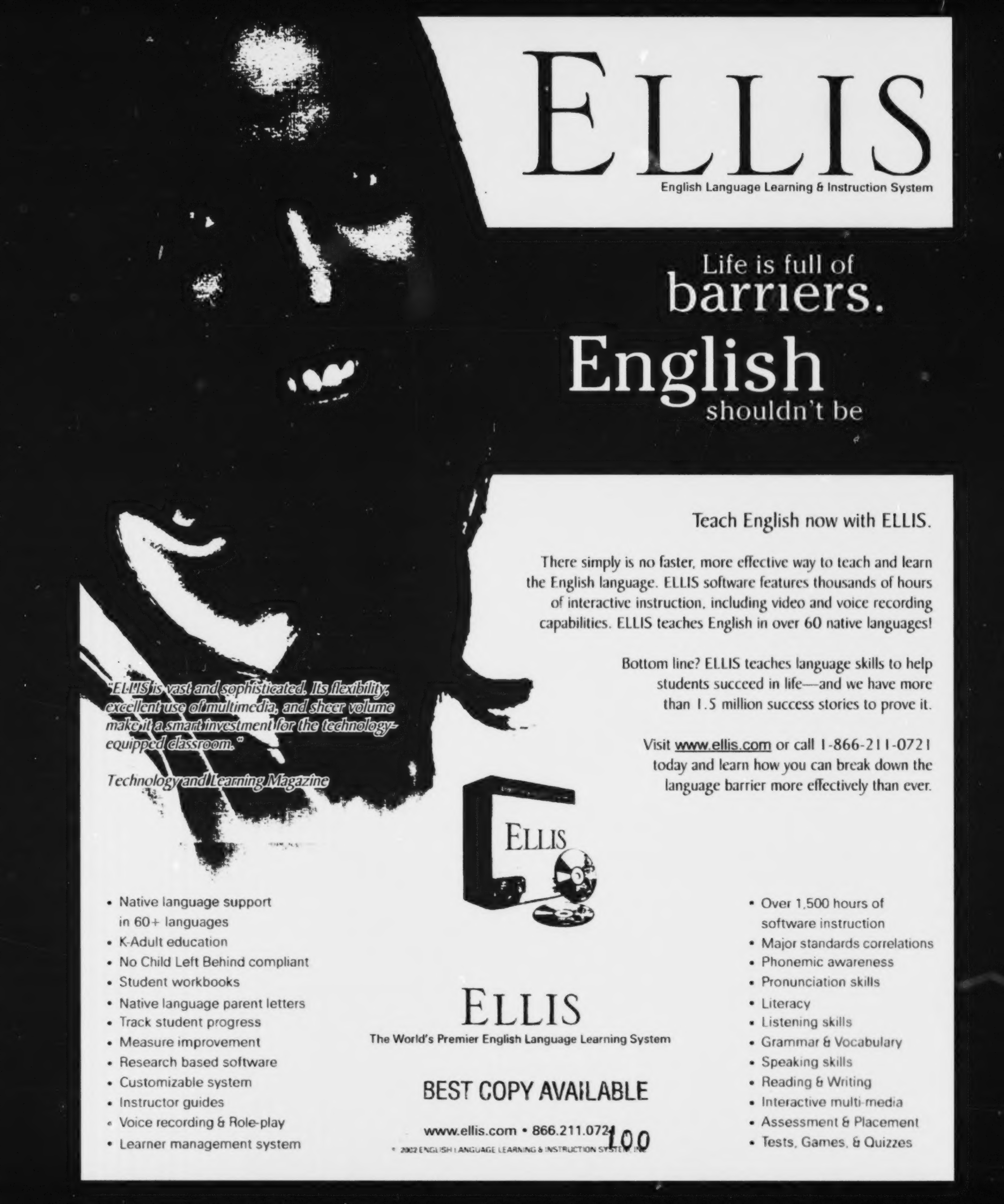

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March 2003 Volume 2, No. 7 (ALR Volume 7, No. 2)

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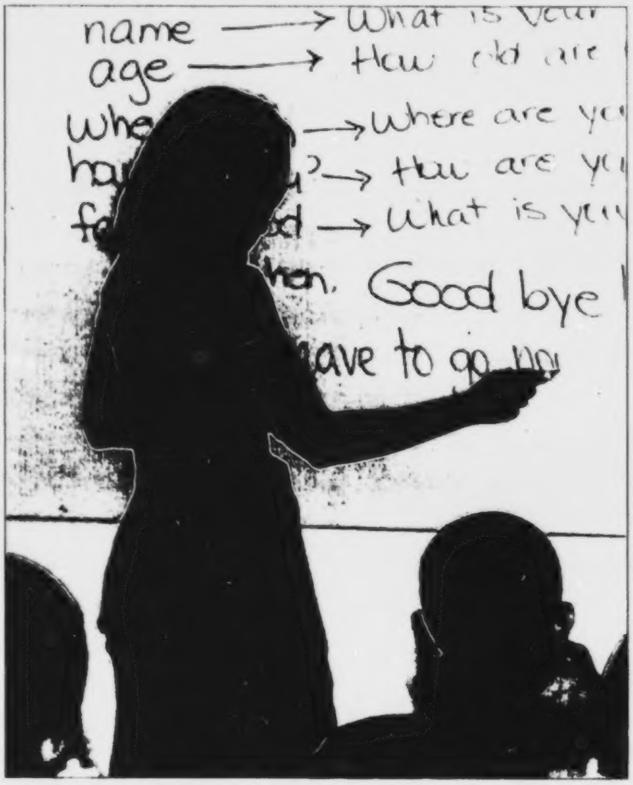

SPECIAL REPORT: Lori Langer de Ramirez describes her experiences teaching English to a group of novice monks in Thailand.
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ON THE COVER: Creating Wonder in the Cross-cultural Classroom: Photo: Stockbyte

Time for Diplomatic Language

THE BOARD OF DIRECTORS of TESOL (Teachers of English to Speakers of Other Languages) recently took the unprecedented step of issuing a declaration stating its opposition to unilateral action against Iraq and urging the U.S. government "to work with the United Nations to address the threat that is posed by the reign of Saddam Hussein."

You may ask why TESOL has taken it upon itself to get involved in foreign policy decisions. City councils including those of Los Angeles and Chicago are being criticized for adopting a similar stance, so what right does an association of teachers have to lobby against war?

In her letter to President Bush (see www.tesol.org), TESOL President Mary Lou McCloskey explains their position, "As educators we promote peace education and resolution of conflict through negotiation."

"Your present approach to problem solving in Iraq is in conflict with our goals as educators. There is potential for loss of individual language rights and diversity, for loss of life, for the destruction of the educational system and other infrastructures that support the people of Iraq. The investment of resources in a military buildup rather than in providing quality education and alleviating economic and social injustice at home; and the rhetoric being used are contrary to our association's values."

TESOL is an international organization with members in all 50 states and 130 countries, so international cooperation is a prerequisite to its function. Many of its members are already suffering from the Bush administration's isolationist policy and its effect on international student enrollments. In addition, compliance with the SEVIS (Student Exchange and Visitor Information System) mandated in the Patriot Act 2001 has created another costly burden for international educators. Unilateral action against Iraq will only exacerbate these problems and it will also swallow billions of dollars which our struggling educational system so badly needs.

Teachers of English are not the only language teachers to suffer from America "going it alone". The xenophobic outbursts which have greeted France and Germany's reluctance to support war without exhausting all diplomatic channels can only hinder the learning of these nation's languages. Instead of vilifying the French, maybe we should all be learning their language, after all, historically it is the language of diplomacy.

Despite years of encouragement for international exchange and comprehension of other cultures as a basis for success in the world economy, the current administration is limiting the prospects for our children. Just over three months ago, Secretary of State Colin Powell confirmed the importance of student exchange, "People-to-people diplomacy, created through international education and exchanges, is critical to our national interests. Americans who study abroad expand their global perspective and become more internationally engaged. Foreign students and individuals who participate in citizen exchanges return home with a greater knowledge of our democratic institutions and America's enduring values." However, subsequent foreign policy initiatives have hardly created the climate for global interaction.

We live in a global society in which not even the world's only superpower can act without consensus or the long-term repercussions will be felt for generations. TESOL, like many city councils, is exercising its democratic right to act upon issues which directly affect its members or constituents. As educators and linguists, we are well aware of the power of communication, so we have a duty to share this experience. ■

Daniel Ward, Executive Editor

Language *magazine*

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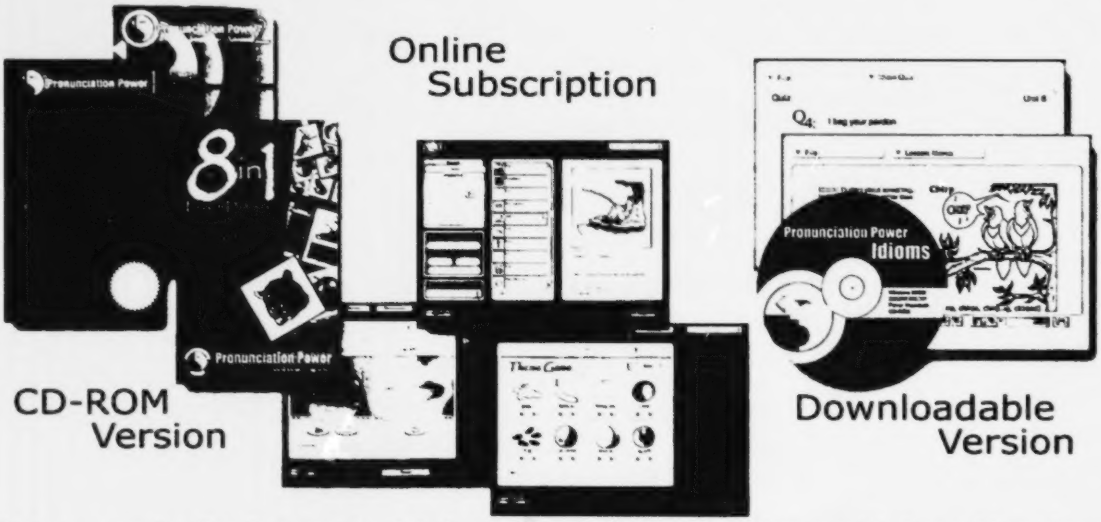

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LETTERS

Language Magazine Impressive

I received a copy of *Language Magazine* at the recent ITBE (Illinois TESOL and Bilingual Educators) conference. I was very impressed with the quality of its appearance and the articles were appealing as well.

Do you take article submissions, or does your staff do all the writing? If you enlist articles, do you have themes and submission guidelines?

Thanks in advance,
Christine Ewy
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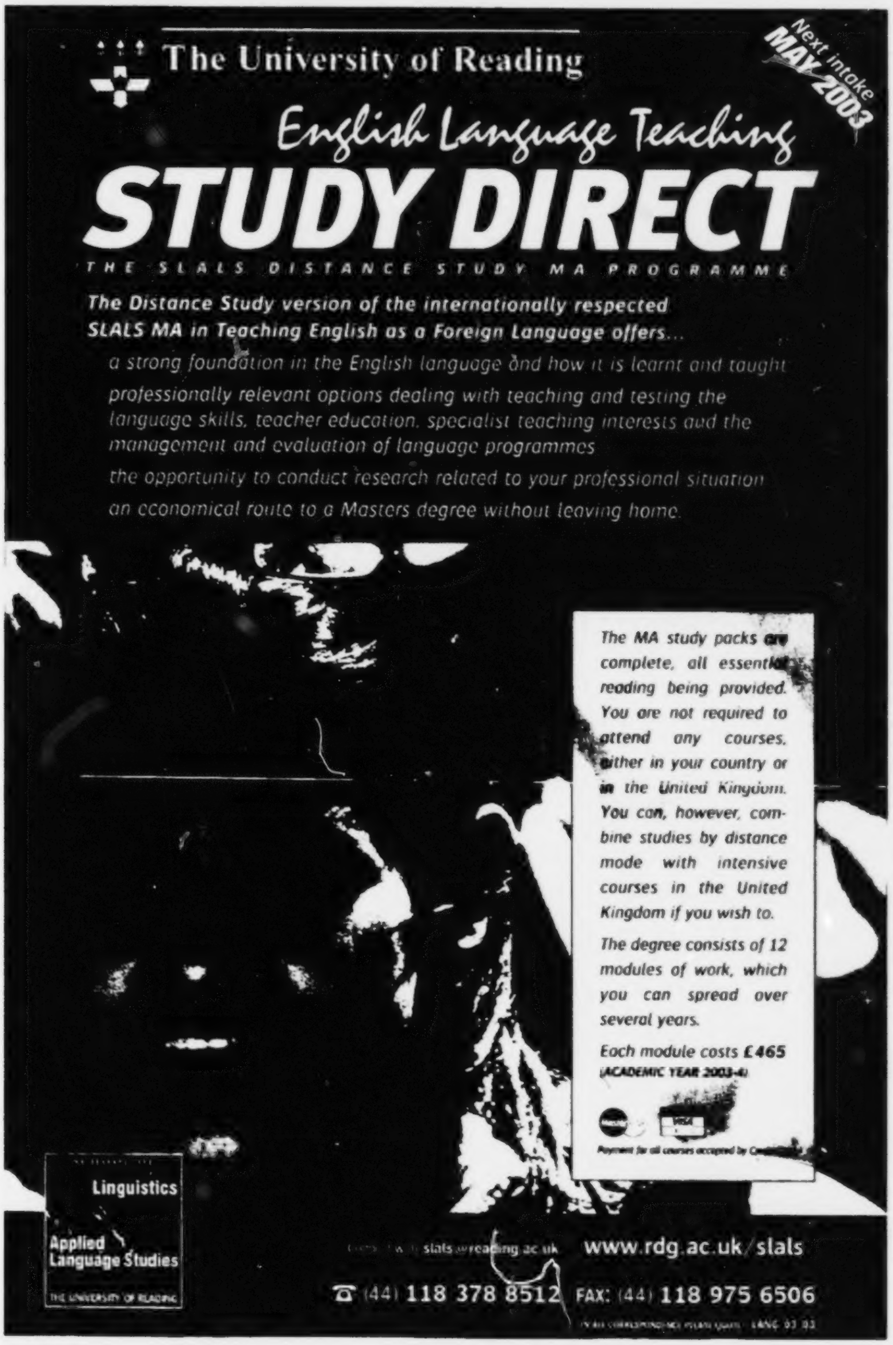

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[Ed: We are always looking to broaden the coverage of Language Magazine *through articles from new writers. Please email a brief description of the article you wish to write and some background on your experience/interest in the subject area to editor@languagemagazine.com– we will then contact you to discuss it.]*

Ann Cook's Articles Help Me in My ESL Classroom

I want to thank you for the excellent series on American accent training by Ann Cook. As a relatively new ESL volunteer, I really rely on her expert advice and training suggestions. Her explanations for why certain sounds are especially problematic and her practical tips for helping students hear and adjust for a problem sound are great. Ms. Cook's writing style makes these tough-to-explain concepts clear and gives me real techniques to use with my students. I don't know how long the series runs, but I certainly hope it will see me through my upcoming summer classes!

Eva Abramkus
Chicago, IL

Government Spending Cuts "Shocking"

Thank you for sending me the latest edition of *Language Magazine*. I was shocked to read the letter from the editor discussing the reduction in spending on education in California and the rest of America. In my country we think education is the most important thing but we do not have the wealth to pay for good schools and teachers. It is our dream to study in America and I am sure that the people will make sure that the schools get the money they need, because it is for the best future.

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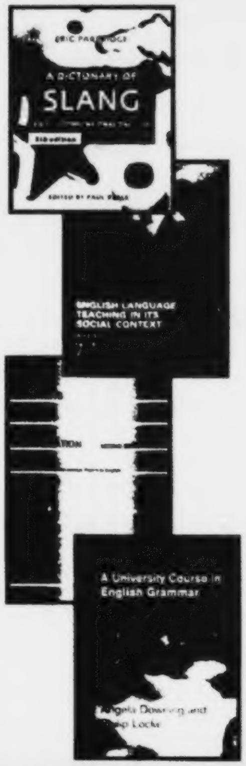

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"But most important," she said, "the world will finally have a test that provides information about a student's real-life ability to integrate English speaking, listening, writing and reading—the language skills essential to functioning successfully in higher education settings."

The current computer-based and paper-based versions of the TOEFL test will continue to be used for admission purposes through August 2005. Officials have not yet determined the price of the new TOEFL test but it will be comparable to other English language proficiency tests widely used for higher education admissions.

Pearlman says a new TOEFL Academic Speaking Test (TAST), a practice stand-alone version of the speaking portion of the new test, will be introduced as early as this month. She also announced that ETS will begin offering full-length practice versions of the test along with related learning tools on the company's Web site. The practice tests will be unproctored and scores will be reported only to the test taker.

PEARSON EDUCATIONAL MEASUREMENT will offer automated essay scoring as an integrated component of its eMeasurement™ suite of electronic testing services. Through an agreement with ETS, Pearson Educational Measurement will offer the e-rater™ , c-rater™ and Critique Writing Analysis Tools scoring products for essay and short answer test questions.

"We've analyzed automated essay scoring and are pleased to add the ETS products to our suite of scoring solutions," said Steve Kromer, General Manager of Pearson Educational Measurement. "By offering electronic scoring options for open-ended test items along with our professional scorers, our customers will be able to package a scoring system that meets their needs for turnaround speed, reliability, and cost-effectiveness."

ETS's automated scoring capabilities are built upon natural language processing (NLP) technology, a sub-field of artificial intelligence. ETS developed e-rater™, an automated scoring system that uses natural language processing techniques to replicate the scoring performance of professional readers. C-rater™ evaluates the accuracy of short-answer, content-based responses in terms of scoring rules which define the requirements of a full or partially correct answer. Using natural language processing technology, c-rater™ determines if a student answer contains specific linguistic information required as evidence that a specified concept has been learned. Critique Writing Analysis Tools provides detailed diagnostic feedback across five dimensions of writing features.

"Educators will benefit from the integration of our automated essay scoring engines with the test scoring services provided by Pearson Educational Measurement," said John Oswald, Vice President of ETS's K12 Assessments Division. "This builds upon a successful relationship between ETS and Pearson Educational Measurement. We are happy to provide an important part of that solution." ■

Language Center at WTC?

AS PLANS TO REBUILD the World Trade Center are considered, one organization has proposed that a language and culture museum and research center be included at the site of the terrorist attack in New York City.

The International Language Culture Museum and Research Center (ILCMARC) is the brainchild of the International Language and Culture Foundation. The proposed Center will be designed to show the history of man from a language-cultural evolutionary perspective.

The Foundation says that the museum and research center will honor those who died "by exhibiting the history of world languages and cultures from the earliest times to the present, including those that vanished and those that are vanishing. The research part of the museum will define the intimate connections among people, their languages and cultures as well as conducting scientific, linguistic studies of the nature, structure, psychology, and social aspects inherent in languages and cultures, worldwide."

The backers of the project say that this "dynamic museum" will showcase "our past and present languages and cultures, and also be a cutting-edge research center."

The proposal is being directed to the Port Authority of New York and New Jersey, the Lower Manhattan Development Corporation, the Civic Alliance to Rebuild Downtown New York, UNESCO, and the Smithsonian Institution. ■

This sculpture, found in the wreckage at the World Trade Center, is now a monument in Battery Park. Photo: Melissa Pendill

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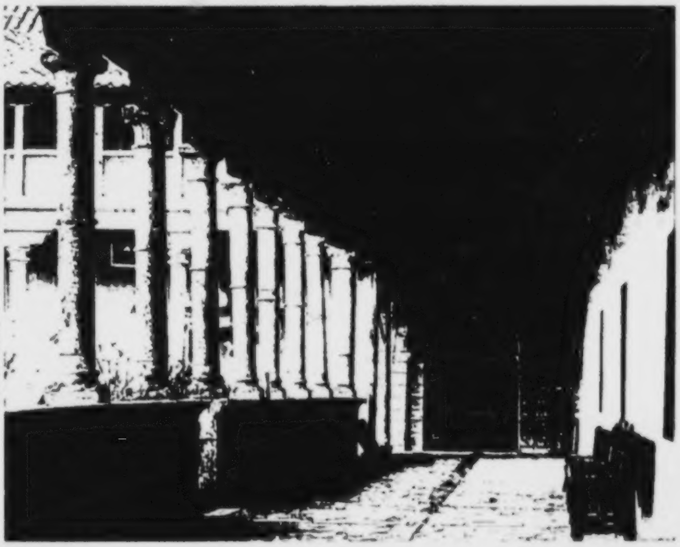

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Reading Kicks Off

MAJOR LEAGUE SOCCER (MLS) and the National Education Association (NEA) launched a new literacy program this month to encourage reading across the U.S.

"Get a Kick Out of Reading/¡Lee y Marca un Golazo!" is a comprehensive multicultural literacy program that aims to raise awareness about the critical importance of reading to children and their families, including young immigrants with limited English skills. "Reading is a fundamental skill not only for professional success but for personal fulfillment as well," MLS Commissioner Don Garber said.

"MLS is proud to involve all of our 10 teams and many of our top players in this important mission headed by the NEA, ensuring that every child and every family in our nation fully understands the vital importance of developing proficient reading skills."

"As the son of a teacher who read to her kids every night while we were growing up, my mom always emphasized that it was just as important to exercise your mind as your body, and nothing does that better than reading a good book," said San Jose Earthquakes forward Landon Donovan. "I'm really happy to be part of a great program like this. Reading allows you to go to places that not even your passport can take you."

"We are proud to team up with MLS in this critical campaign to develop a new generation of readers," said NEA President Reg Weaver.

"Shared activities are good for the entire family—whether they involve a soccer ball or a good book. We're pleased to bring balls, books, and families together to help kids reach the goal of reading success."

Key components of the "Get a Kick Out of Reading/¡Lee y Marca un Golazo!" program include the MLS Summer Reading Challenge and the MLS Read Team Day.

The initiative will be supported by a number of national organizations. Local affiliates of the following national organizations will lend their support: National Council of La Raza, National Association for Bilingual Education, National Urban League, League of United Latin American Citizens, ASPIRA and the American Library Association. ■

Church Debates "Sexist" Language

The General Synod, the parliament of the Church of England (from which the Episcopalian or Anglican churches in the U.S. derive from) is debating whether to erase the words "clergyman" and "chairman" from its statute. Critics say that young people will turn away from Christianity if the Church does not use "gender neutral language."

Terry Slater, chairman of the Birmingham synod said, "Does it matter? Yes it does."

"Words carry meanings and those meanings change through time," Slater said. "For many people in our society referring to humanity as 'man' is a reflection of patriarchal, male-dominated culture, and those connotations ripple out to other words that have 'man' as a suffix, including 'chairman.'"

Young people, he said, would go elsewhere or nowhere if the Church continued to be run by "fuddy duddies who do not understand that women and men play equal parts in our society."

Apparently, the General Synod is not considering any changes in referring to God as "Our Father." ■

Canadians Clamor For ESL Support

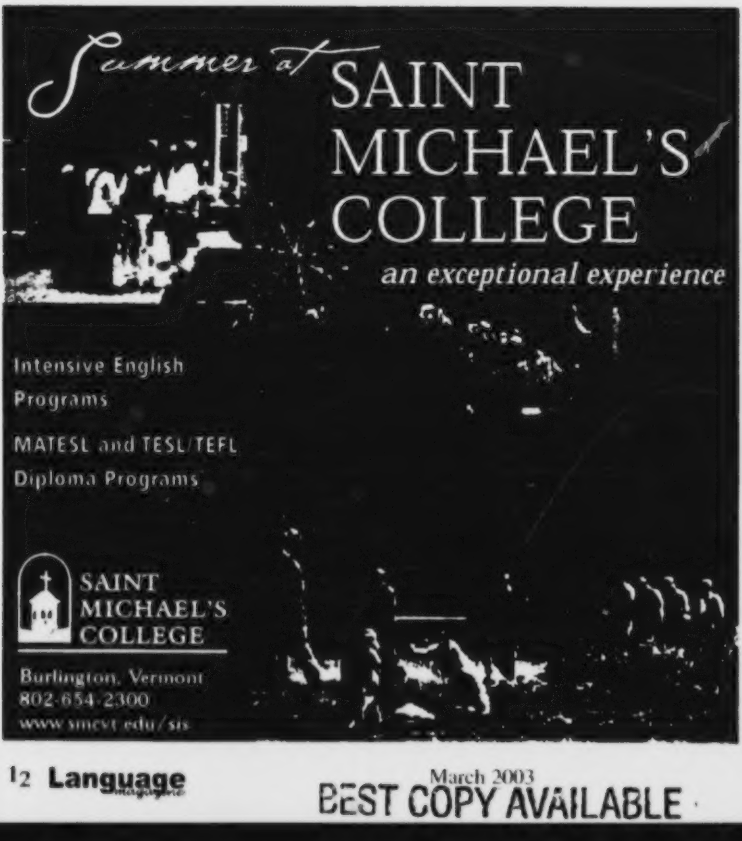
ORGANIZATIONS ACROSS Canada have demanded that the federal government increase funding for adult ESL classes.

The Campaign for Stable Funding of Adult ESL Classes, a coalition of over 40 national, provincial and local organizations, called on Ottawa to come up with more money for English language training and bridging programs to employment. They also asked that the programs be offered at an advanced level across Canada, and that eligibility for these programs be expanded.

Norman Beach, co-chair of the Campaign, said that the government should fund settlement services, including language training, to refugee claimants. Beach also asked for ESL instruction to be extended to immigrants who are not normally admitted to federally funded classes, including those who have been in Canada longer than three years, and citizens born abroad.

Stressing the fact that immigration will soon account for all of Canada's labor force growth, the Campaign has called for a comprehensive training strategy involving more bridging programs to employment and language training for unemployed workers, so that valuable human potential is not wasted.

Beach added that, in many parts of Canada, advanced level ESL classes are rare or non-existent. ■



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Laraine Kaminsky and **Virginia Taylor** outline classroom strategies for teaching meaning in a cross-cultural environment

"One of the main topics for discussion at the staff meeting this week will definitely be the field trip to the National Gallery. Yesterday's outing certainly wasn't a success despite all the planning and effort that had gone into this learning event - everything from coordinating the local buses to pre-reading activities and Internet searches on Canadian artists. Why was it then that only 5 of our 24 students actually came on the trip? When asked if they wanted to go, no one in the class had expressed any concerns or disagreement. The last field trip to the pumpkin patch had been such a success! It will be interesting to hear what people have to say at the staff meeting."

Teaching in today's classroom brings many rewards, challenges and dilemmas, all of which require us as professionals to learn and re-learn, to think and reconsider our actions on a daily basis and to never be complacent. One of the most critical dimensions of today's classroom that requires us to find new ways of approaching teaching is the notion of cultural and linguistic diversity. All of our classrooms in North America are characterized by the notion of diversity with differences based upon age, gender, language, ethnicity, background, values, or personal interests to name just a few. This holds true for mainstream classes in elementary and secondary schools, workplace training programs and community-based adult programs. In moving forward, we must acknowledge that "race, ethnicity... language do matter, and they mediate students' educational experiences." (James, 2002). How might culture have impacted on the field trip to the National Gallery in our opening narrative? Might a deeper understanding of culture have helped the teacher to know why her students chose to participate in the outdoor event (when she thought they would be uncomfortable in the chilly autumn weather), and furthermore, why the students chose not to come along for a guided tour of the National Gallery?

Teachers today are striving to find effective ways to teach within a diverse learning environment and to learn more about the impact culture has on group interaction. There are many definitions for the term 'culture', but we have chosen the words of Goodenough (1971) where culture is "the shared and learned patterns of information a group uses in order to generate meaning among its members." (Wurzel: 2) This implies that members of any one group learn and adopt shared meanings through interaction, which leads to a body of knowledge, both explicit and implicit. Even members with the same cultural background may encounter mixed messages or fail to get their message across for there are several reasons why misunderstandings occur including clarity of speech, knowledge of the subject matter, or grammar. However, when we extend communication to include members from different cultural backgrounds, we need to also consider the potential for miscommunication based on a lack of ability to generate meaning when there is no longer a shared context.

NING TO WONDER

When one encounters miscommunication with a speaker from another culture, all too often the speaker simply re-states or simplifies his/her choice of words believing that perhaps the listener simply did not know a certain word or expression; perhaps his or her statement or question was too complex for the listener's current linguistic competency. This action is based on the assumption that the misunderstanding is at the surface or word level. As noted in Bourdieu (1991), "the all-purpose word in the dictionary…has no social existence; in practice it is always immersed in situation, to such an extent that [its] core meaning…may pass unnoticed." This then implies that we can only understand what is being said if we understand the situation, but what becomes readily apparent in a diverse environment is that we do not share the same interpretation of such situations. Our natural response then might be to try to explain what we mean, but as we know "meaning is a highly ambiguous term. What do we 'mean', for example, when we say that a sentence "means" something?" (Schultz & Lavenda: 77) Referring back to the field trip, the teacher probably made every effort to speak with the students and to help them acquire the words they need to be able to describe a painting. It is quite likely that the students learned the word "beautiful" and "ugly" and made comparisons using pictures or photographs. Extending this terminology to the situation, the teacher may interpret a field trip to the art gallery as a beautiful situation–but for the African students, there is no "beauty" in an individualistic situation. There is, however, 'beauty" in

continued p.16

from p.15

the bringing together of people for a picnic and wagon ride.

Effective communication in a diverse learning environment implies that both the speaker and listener have attached a similar meaning to the message and that they have established basic communication fidelity (Gudykunst & Kim: 1992). While educators have made great strides in terms of respecting diversity and increased opportunities to share culture through stories and song, as individuals we need to develop a greater range of strategies that will allow us all to better comprehend the cultural realities of 'others'.

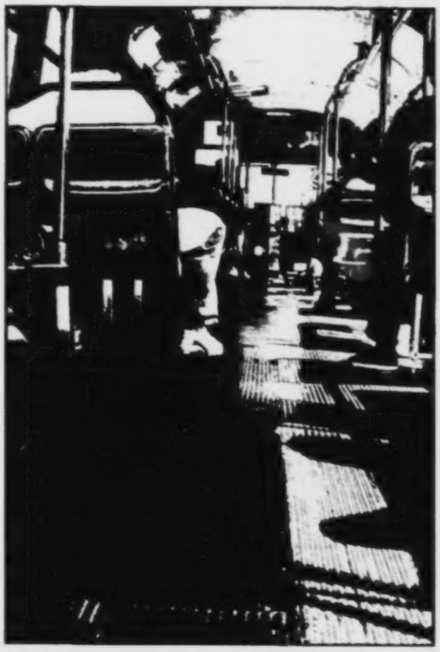
Strategies for the Classroom

Establish New Points of Reference

Individuals and programs have, for the most part, initiated opportunities where teachers and pre-service teachers can gain understanding about the cultures represented within their learning environments. In so doing, Herskovits (1973) claims that we need to approach any expansion of cultural knowledge "relative to the cultural background out of which [it] arise[s]." (Weiner: 5). As teachers, we need to move to a more critical perspective of what it means to learn about culture. As Weiner (1997) argues, the best way in which to develop cultural literacy of 'others' is to begin with an understanding of our own culture. We need to look at what are the normative rules and behaviours of our own culture and how it is that we might demonstrate these cultural patterns in a group. We can then understand meaning from our own perspective in tandem with the cultural understanding that is being shared by 'others'. Cultural relativism prepares us to listen more effectively to the voice of 'others'.

Create Opportunities for Dialogue

Moving from a study of self, we can begin to explore conversations (including verbal and non-verbal communication) within the unit of a group and how best to create opportunities to listen to each other's 'voice'. Taking a Bakhtinian perspective, we need to encourage the sharing of voices in our classrooms through dialogue. This approach to learning and interacting may, however, be very threatening or intimidating for many of our students. They may be hesitant to do so in less familiar or larger group environments. Women from some cultures may find the presence of men daunting while younger students may feel compelled to remain silent in the presence of older students. This silence creates an empty space, which in turns leads to an absence of dialogue. How then can we create a environment where



everyone can feel comfortable communicating with others, where we can create new meanings or 'double-voicing'? We need to take away the barriers of the large group and create supportive small group networks where students can begin to share their stories, voice their perspectives and begin to develop meaning.

Explore Diversity Below the Surface

When we talk and teach about differences, notions that come to mind first are aspects which we all see and recognize with the five senses—we see different faces, hear different languages, smell it in the foods we cook, and sense it in the hands we shake. Yet, like an iceberg, nine-tenths of culture is beyond our conscious awareness and exists below the surface. This 'hidden' part of culture has been referred to as 'deep culture' (Hall, 1982) and includes such notions as modesty, fairness, problem solving, status and decision-making. When we encounter a misunderstanding, we need to consider culture within its full range, at both the surface and deep level. Reflecting back to the field trip experience, a teacher might better understand her Asian student's choice not to verbally challenge her idea of visiting the National Gallery because it was teacher-generated and hence the students accepted the decision without discussion.

Creating an Inclusive Environment

"Inclusivity means to bring together to create a whole from different parts." (Weiner:1) and implicitly recognizes that there is no one way of completing an action or understanding a concept. If our learning environments are diverse, then as educators, we need to create an open environment where everyone contributes and each contribution is considered to be of equal value.

Our students need to have confirmation that their input is recognized, considered, explored and validated as part of every engagement and interaction. In the North American classroom, we provide an extensive array of programs that encourage and support non-native speakers of English, but we must go further than simply opening the doors. We must establish environments where each student sees him or herself as an active member of the learning environment, complete with his or her own cultural identity, and inherently believes that this identity belongs within the bigger picture. When we encounter situations where we fail to understand one another, the outcome should not simply be that the non-native speaker works to understand the meaning as interpreted by a native speaker or the target language. The two communities must work to explore a new understanding from two different and contrasting perspectives and through this exploration come to understand one another and the inherent meaning of their spoken or written message. Having reached this point we can then state comfortably that we have extended our community, developed a shared understanding which has meaning for all, and listened to every voice.

Living, working, teaching and learning in diverse environments brings about new challenges, a few bumps and many hurdles, but in applying the aforementioned strategies we have found these experiences to be rewarding, enriching and all the more reason to continue to work as teachers and trainers. As Jose Ortega y Gasset states, "to be surprised, to wonder (...) is to begin to understand." (Gudykunst & Kim: 229) ■

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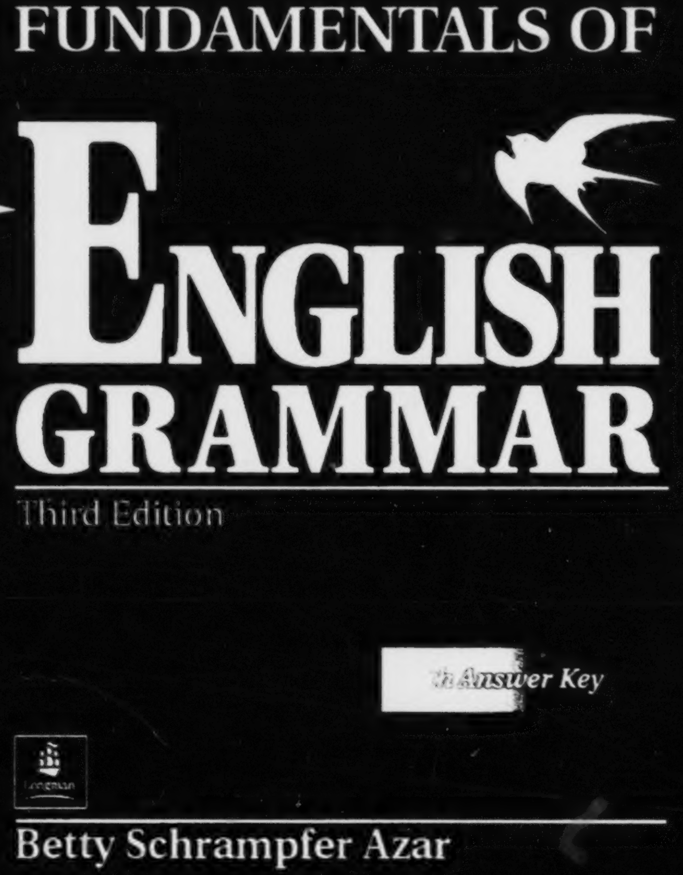

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Michael Rundell discusses the conceptual metaphor and its value for language learners

DEVELOPING METAPHORIC INTELLIGENCE

Students of literature will be familiar with the conventional notion of metaphor as a "figure of speech", of the type identified (along with others such as simile and personification) by Aristotle and more recent writers on literary criticism. We tend to think of such figures of speech as being characteristic of literary, poetic, and rhetorical texts. Thus, when Romeo says:

What light from yonder window breaks?
It is the east, and Juliet is the sun

he is employing a metaphor that relies on our common understanding of the sun as a source of light, life and happiness.

But in 1980, George Lakoff and Mark Johnson published their ground-breaking book *Metaphors We Live By*, which takes a radically different view. Their key proposition is that metaphor is not simply a literary device for use in creative writing. They argue, rather, for the importance of another, quite different form of metaphor—"conceptual metaphor"—which they see as fundamental to the way that we form concepts and then use language to express them. In their view, conceptual metaphor is a pervasive part of *all* of our linguistic output. Though much of this activity is unconscious, conceptual metaphor is "so pervasive in language that it would be impossible for a person to speak without using metaphor at some point" (Littlemore 2001).

Lakoff and Johnson's work has been hugely influential in theoretical linguistics and cognitive psychology but—surprisingly perhaps—its impact on the world of language-teaching and language-learning has been relatively limited. Yet it has a great deal to offer.

A Familiar Example

One of Lakoff and Johnson's best-known conceptual metaphors relates to the way we think about and talk about anger. You only have to look at a few lines of corpus evidence, showing the word "anger" as it is used in authentic texts, to begin to see some recurrent ideas:

```
usband and lover, he thought with anger and frustration building up ins
till no news. He gave vent to his anger and lambasted the shipping mana
"We're ready," Yanto growled, his anger beginning to rise again. She gr
rd roared.  unable to contain his anger.  "I want this done, do you und
ed at Mr Evans, his eyes hot with anger. He said, "And Carrie has seen
s nearly bursting with the deadly anger in him,  half-suffocated by it
about?" He suddenly exploded into anger, jaw thrust out pugnaciously, d
t his discomfort and his mounting anger.  Questions and more questions.
his novel. I lay still,  hot with anger. Richard had never done anythin
s Hari watched him,  she felt her anger subside leaving only the dull a
mber eyes glowed with the pent-up anger which was now released in a tor
her lip and tried to suppress the anger which welled up inside her. </p
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Several themes recur here: feelings of anger *rise* (building up inside, mounting anger, anger which welled up) and can fall again (felt her anger subside). Anger is associated with *heat* (hot with anger) and with *explosions* (bursting with deadly anger, exploded into anger, gave vent to his anger) and trying to control it is like preventing an explosion (unable to contain his anger, pent up anger, trying to suppress the anger). The whole experience can be conceptualized in terms of a pan of water with a lid on it, being heated until the water rises, boils, and finally bursts out of the pan. Once we grasp this conceptual framework, it is suddenly much easier to see why people use the words and phrases they do when talking about anger. Consider the following: *His inflammatory speech sparked off a riot. Police are trying to keep a lid on the situation until tempers have cooled.*

An appreciation of the underlying metaphors of anger reveals the links between these apparently disparate items of vocabulary. And in numerous other examples of the vocabulary of anger, the same basic ideas (heat, fire, pressure, explosion) can be seen again and again: getting hot under the collar, it makes my blood boil, she suddenly erupted, a heated argument, he almost blew his top, tempers flared…and so on.

Why do we so often think about anger in these terms? Lakoff has elsewhere explained that our thinking processes are, in effect, governed by (and to a large extent *limited* by) the physical realities of our bodies and the physical world that we occupy: "What our bodies are like and how they function in the world structures the very concepts we can use in order to think". This in turn shapes the language that we use to express these concepts.

This helps to explain why some metaphors seem to be almost universal. In most languages, for example, the idea of being *up* or going *up*—in literal, spatial terms—is used metaphorically to refer to large quantities (*profits reached a new high, another sharp rise in the level of unemployment, soaring property prices in London*), to achieving success (*climbing the professional ladder, at the pinnacle of his career, she aimed to reach the top*), and to feeling happy (*cheer up, I was on cloud nine, good news that lifted our spirits*). (And *down* has the opposite connotation in all these cases.) Similarly, metaphors relating to body parts are quite pervasive: in most languages, it seems, people talk about the *mouth* of a river, the *heart* of a city (or of an argument), the *head* of a company, and the *foot* of a hill. But there are cases, too, of metaphors that are culture-specific, and it is clearly of value—when trying to understand another language system—to know how common ideas are metaphorically conceptualized in the culture of your target language.

How Can This Help Language Learners?

Michael McCarthy has talked about "the chaos of the lexicon", and on the surface this looks like an apt description. But most of our linguistic activity is in reality governed by rules—the problem is in working out what these rules are. Part of the answer lies in understanding common metaphorical frameworks. As soon as we grasp the conceptual metaphor that shapes the way we think about anger, for example, we gain access to a sort of "secret" layer of vocabulary, below the surface, that reveals the hidden links among a whole range of apparently random, disconnected words and phrases.

It is reasonable to suppose that a good grounding in the most frequently-used metaphors will aid comprehension of unfamiliar vocabulary and give learners a better understanding of how words develop new meanings (a process that relies mainly on extending basic meanings by means of metaphor). A better understanding of how metaphor works will also help learners decode the kinds of 'novel' metaphors that appear regularly in all kinds of text. Consider this example from a recent newspaper article:

This culture of secrecy seems to be part of the company's DNA.

No dictionary will explain this "meaning" of the word DNA—it is simply a creative, one-off use. But a student whose "metaphoric intelligence" is well developed will have no problem in grasping the intended sense. ■

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Michael Rundell is editor-in-chief of the *Macmillan Dictionary of American English.* He is also editor of the *Macmillan Essential Dictionary of American English*, published next month.

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Making th

Ann Cook explains how intonation and word corrections come first when teaching correct American English language pronunciation

When my son was very young, he would play with his Power Rangers while I taught accent classes over the phone. One morning, the other phone kept ringing and ringing. I couldn't interrupt my class, and the person repeatedly didn't leave a message. I was momentarily puzzled, but then forgot about it in the concentration of teaching a variety of vowels, consonants, and fricative whatevers. Later that afternoon, the phone rang again, and it was the police on the other end. "Is everything all right over there?" he asked. "Why, yes, everything's fine," I stammered. It turned out that my six-year-old had dialed 911 and they were trying to confirm that there wasn't an emergency. The truly embarrassing part was when he said, "We could hear really strange noises in the background, but it didn't sound dangerous." Aaargh!

Teaching accent and pronunciation over the phone is a hoot and a holler. My phone was right by the front window, so anyone walking by could see me gesticulating and making exaggerated monkey faces. I'm sure another English teacher could have strolled by and surmised, "Ah, she's teaching the TH today." Potential students often wonder how it works ... learning pronunciation over the phone. It's really the most pragmatic thing in the world. Adults tend to learn visually, and we teachers are a directive bunch—"Here, it's right here in the book ..." whereas over the phone, we can't point, we can't write it out for them, we can't do anything but say it over again until they hear it and get it right.

Intonation is easy, as there's nothing to see. Word connections are also straightforward, as you have the student rewrite phrases phonetically. For instance, if a Vietnamese student says the number 9058, it will probably sound like *ny oh fy eight*. You then have him write, *ny no fy vayt*. What is actually easier than expected is diagnosing and correcting mispronunciation, sight unseen. When a Chinese speaker says *stoe* instead of stole, explain, "Put the tip of your tongue on the alveolar ridge ..." (This works for T, D, N, L, S,

continued p.22

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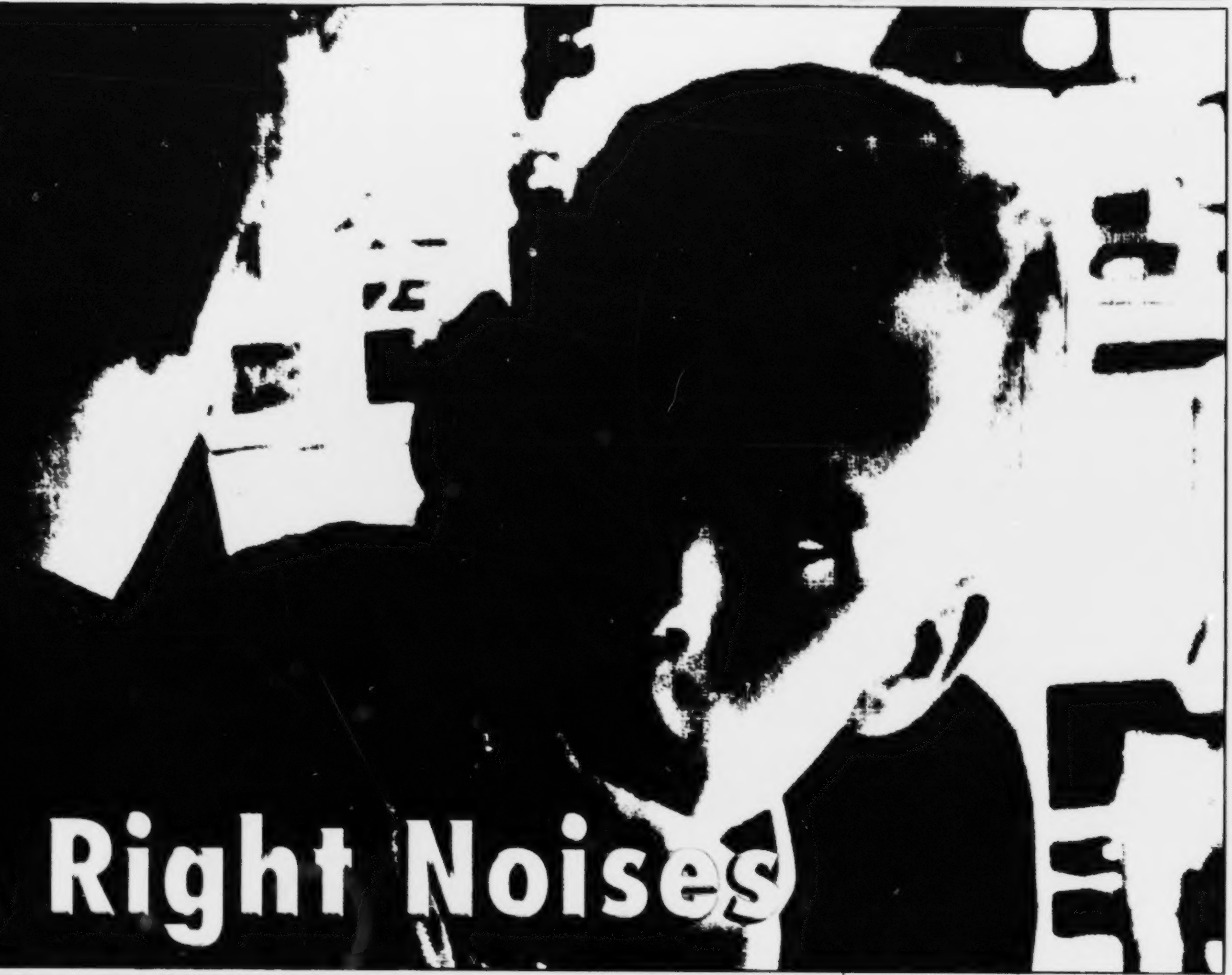

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from p 20

Z, CH and J—a full third of our consonants.) You actually need to have Chinese and Vietnamese students add a microschwa to a final L, to give it its full due, sto(w)'luh.

What are the Hardest Sounds for Students?

By far, the R. A large part of the problem is the nature of the American R. In most other languages, the R is a true consonant in that it causes two points of the mouth to come into contact, generally the tip of the tongue and the aforementioned alveolar ridge. The French and Germans have a glottal R, with the soft palate touching the very back of the tongue. The American R is really much more of a vowel—there is no point of contact. Try saying the vowels, and you'll notice how nicely R fits in with that crowd. An almost foolproof way to get people to pronounce the American R is to have them hold their hand out, palm up, like they're holding a plate, and say ah. Then, have them clench their hand into a tight fist and say errrrr. The tongue will mimic the hand position and hunch itself back into the proper position in the throat. Have them go back and forth a couple of times, ah, errrrr, ah, errrrr, synchronizing the vocalization with the hand position. Afterwards, you just need to get students to remember to do it, and to integrate it into their natural speech. But then, that's the easy part, right?

The letter A is problematic, to say the least. There are six different pronunciations: cat [Ê], same [a], talk [aw], parent [eh], was [uh], wor [o]. The two main rules are, first, that an A in a single syllable word (or a stressed syllable) will sound like [Ê], but not if followed by an R, L or W; and second, that a silent E at the end of the word will make it a long A. After that, all bets are off.

The schwa is a wonderful little creature. It's anything and nothing. It can be represented by any of the written vowels, and even appears between syllables with no graphic representation whatsoever. (Think of the sound between the B and the L of possible—that's a schwa.) It's neutral but not silent. It's by far the most common sound in American English, and shows up most when we're not thinking ... uh, um, uh-huh, uh-oh. Duh!

The letter T is such a broad topic that I'll address it next time, on its own. The short and long I's (sit, seat) are a fractious pair, and when we dissect lax vowels, we'll sort them out. Both the Germans and the Indians transpose B and V, so I transpose them right back. If I want a student to read the veiled victims voted for victory and Wanda wondered where we were in World War I, I write it *the weiled wictims woted for wictory and Vanda vondered vair vee ver in Vrld Vor Vun.* More amusing than disconcerting, it gets people to understand that they can pronounce both sounds ... they just need to do a straight svap, er, swap. I also have students read the sentence silently, while moving their lips. If someone mouths World War I, you should clearly see the lips pucker three times. If they don't, it's not the W we're looking for.

To Spanish speakers, an S is an S is an S. In English, however, when the letter S follows a voiced sound (a voiced consonant or a vowel) it turns into a Z sound. This is why you have sits [sits], but sees [seez] and beds [bedz]. An easy way to familiarize a student with this particular concept of voiced and unvoiced consonants is to have him put his thumb and forefinger on his throat and hiss like a snake sssssss, and then buzz like a bee zzzzzzzzzz. He will feel the vibration the second time, and make the connection between this vibration and the voiced consonant. Have students write words with extra z's at the end to visually reinforce the pronunciation, wordzzzzz, dogzzzzzz, pagezzzzzz.

Pronunciation is the third horse of the accent troika, after intonation and word connections. It's tempting to give pronunciation prominence, but it's a case of not seeing the forest for the trees. Metaphorically speaking, pronunciation would be the individual trees and intonation the forest. Start and end with the big picture, and dip in and out the details as necessary. ■

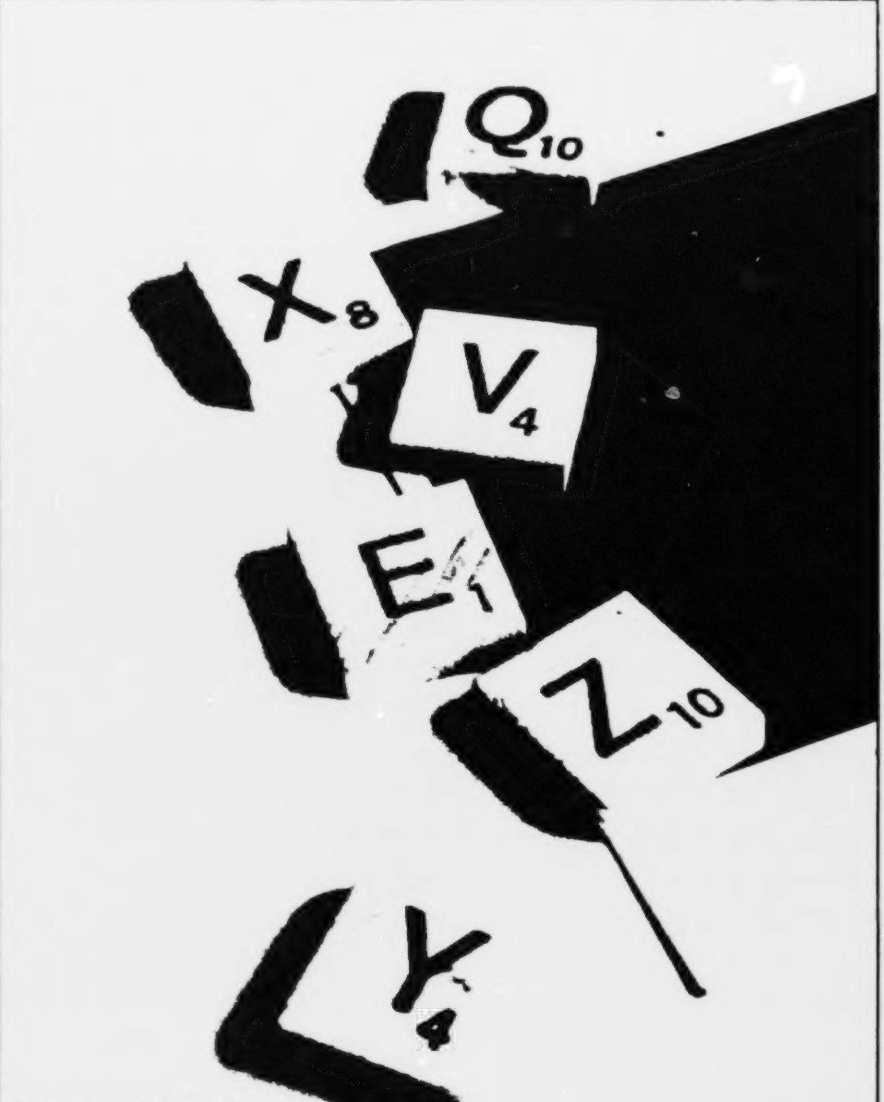

Photo: Christopher Smith

Ann Cook is the author of American Accent Training and a world-renowned expert on accent acquisition. Visit www.americanaccent.com for more information.

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Holy Orders

Lori Langer de Ramirez describes her experiences teaching English to a group of novice monks in Thailand

As I first approached my new students that sweltering July afternoon, I was overwhelmed by a sea of saffron-colored robes and the feeling that this would be like no other English class I have ever taught…

In a small town outside of Bangkok, Thailand, I was invited to teach intermediate English to novice monks. Wat Chankeawpet is home to over one hundred novices. These young boys, between the ages of 6 and 19, come from all over Thailand to live and learn at the monastery. Since the quality of education in some parts of Thailand is poor, many boys have been sent by their parents to take advantage of the monastery's rigorous curriculum. Lessons for the novices include classes in Pali (an ancient language used in northern India and Nepal at the time of the historical Buddha's life), the precepts of Buddhism, and English along with all the typical subjects, such as math, history and science.

Being a native speaker of English in Thailand assures any visitor that s/he will be approached to teach or simply practice English. The Thai people in general are very interested in English, and private language schools abound throughout the country, concentrating in urban areas such as Bangkok and Chiang Mai. It wasn't long after my arrival in the country that I was invited to "guest teach" at the monastery. Having access to a native speaker was an exciting prospect for the monastery and I was more than happy to oblige the request. On the first scheduled day, I was transported from Wat Pathoumvanaram, the head temple located in Bangkok, to the outskirts of the city and my class full of novices.

On the way to the monastery we passed deep green rice paddies and golden-spired temples. After only thirty minutes, our van approached the gates of the monastery and the modern schoolhouse building. Suddenly I noticed my soon-to-be students assembled in the prayer hall. They had just finished their lunch (one of only two meals a day; in the Thai Buddhist tradition, monks and novices eat sparsely, and must finish all meals before noon). A few remaining boys were still cleaning their alms bowls while the rest chatted eagerly in the hall. They asked me to address the novices by introducing myself and talking a little about school. I did so and my short talk was translated by one of the monks. When asked for questions, the novices were shy and hesitant, though their warm smiles belied a deeper playfulness as yet unleashed. One boy, with an obvious flair for English, asked my age, where I live and if I liked Thailand. After he sat down, the boys around him smiled and punched him gingerly, obviously congratulating him for his attempt.

After a brief tour of the grounds, it was time to teach, and I was escorted to a classroom on the first floor. In keeping with Thai tradition, I took off my shoes and left them at the classroom door before entering. Most of my students were already seated in the class, while some younger boys peeked in through open windows. I introduced myself and started the lesson. We began with the basics. Although these students are considered "intermediate", and they certainly knew a great deal of vocabulary, most were extremely reticent and uncomfortable speaking in public. They were also uncertain as to how to work in pairs, create dialogs or play games in the classroom, but as the lesson progressed, they seemed to become a bit more comfortable with this style of language teaching and learning.

Thailand is a Theravadin Buddhist country. It is common for men to join the monkhood at least once in their lives. Some take the vows for a few months, some for a lifetime. Monks are respected and revered in Thailand. They must follow strict rules called the sila, which govern practically their every move and activity. One rule that

> **"In language classes I typically give in the U.S., my students are active, moving around a great deal and interacting frequently with each other. In the typical Thai classroom, students are more static, seated in rows and involved in individual or whole class work and recitation. "**

is strictly adhered to is the avoidance of contact with women. Since monks are celibate, they are not allowed to touch women, and vice versa. This rule can be especially problematic in the language classroom.

In language classes I typically give in the U.S., my students are active, moving around a great deal and interacting frequently with each other. In the typical Thai classroom, students are more static, seated in rows and involved in individual or whole class work and recitation. As I taught my lesson that first day, I moved cautiously between the rows, trying desperately not to brush against any of my students. When I asked my class to create a dialog with their partner using the vocabulary and phrases we had just reviewed, I was met with stares and some discomfort. But little by little these students began to feel more comfortable with me, with working in pairs, and with the dialogs they were asked to perform. I felt that by the end of the first day, they were

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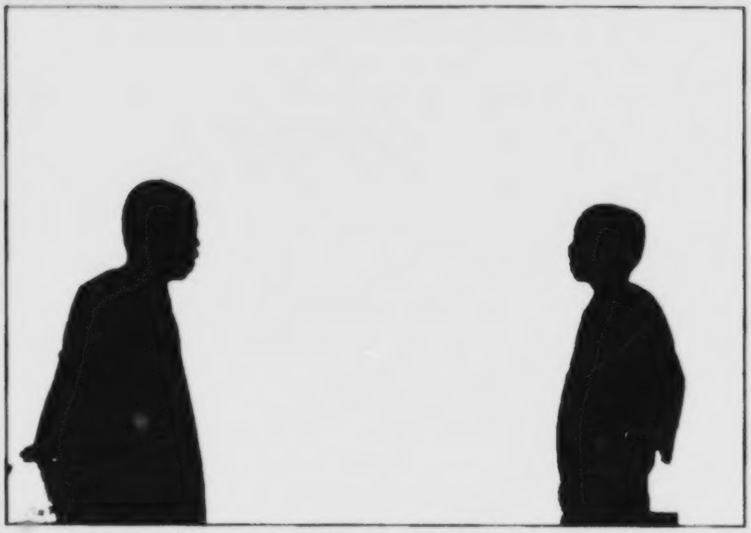

The novice monks eat only in the morning but study until after dark.

A View from the Inside: Phra Maha Praphansak Imporn talks about his English language study in Thailand

Many people wonder how monks can study and practice the English language. As a monk, I can tell you that there are many ways for us to study and practice English. Some monks or novices have finished intermediate or high school by the time they join the monkhood. We can then use that certificate to continue high school or university studies. Many monks prefer to go to special universities in Thailand set up just for them where we can study many subjects, including the English language. Presently in Thailand, monks can enroll in a B.A. or even a graduate program in any university.

But there are many monks and novices who have no chance to study in high school or university. If these monks really want to study English, most of them buy English books from bookstore and they start by learning their ABCs. As technology such as radio and television continues to influence all of our lives, we could not deny or avoid it. Some monks practice English by listening to the radio or watching English language television.

There are many privately owned English language institutes in Thailand, but very few monks join these schools because it can often feel awkward for monks and laypeople to study together (both for the monks, and for the lay community). In response, recently some temples have opened English institutes for monks and novices within the monasteries and temples.

Many have asked me why I study and practice English... After I got through Pali's (*an ancient language) level 3, I was offered the opportunity to continue my studies in high school. There I studied many subjects, including English. During my studies in high school I bought a lot of English books and studied by myself. Many of my friends were also interested in this language and we practiced together. Sometimes we listened to the radio and watched TV programs in English. But most of my practice in English has been through reading books, journals, magazines, and newspapers. ■

from p.25

beginning to feel more confident and relaxed. Their eager smiles conveyed the message that they were willing to play any game that this *farang* (Thai language for "a non-Thai person") presented to them.

The next few days we created and practiced dialogs and covered language that I was confident would be useful to these young boys in their roles as novices. They were eager to practice vocabulary such as "hamburger", "french fries" and "Coca Cola", despite not having access to such foods themselves. They shared information about their hometowns, their families and their favorite classes. We had question and answer sessions, oral practice and some writing activities.

By the end of my time teaching at the Wat Chankeawpet, I feel as if I had learned far more than what I had taught. These young serious boys, with their shaved heads and ochre robes, exemplify a dedication to studies practically unparalleled in any other country I have visited, including my homeland. These students awaken and rise before the sun and do not stop studying until well after dark. They are eager to learn all things—new and old. They are curious, intelligent and hard working. My time spent with them was something that I am not soon to forget. I look forward to a time when I will return to Wat Chankeawpet to resume our lessons, and to learn more from these spiritual, playful and insightful young people. ■

Lori Langer de Ramirez is an adjunct professor of education at Teachers College, Columbia University. She is also Chair of ESL and World Languages at Herricks Public Schools, Long Island, New York. The monastery is interested in receiving guest teachers of English throughout the year. If you are interested in learning more about Wat Chankeawpet and its academic programs, please contact the author via Language Magazine (info@languagemagazine.com)

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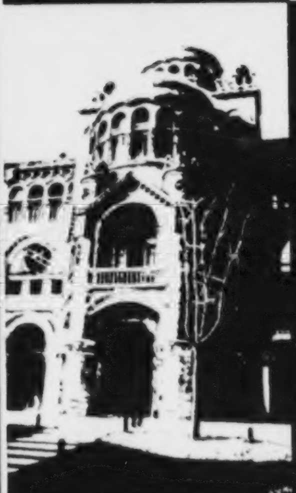

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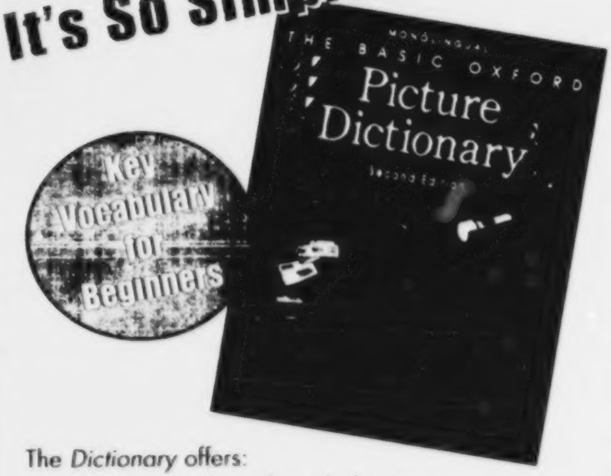

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Lessons for the One-computer Classroom

Project #18: Catalog Shopping

Students use *Microsoft Publisher* to create a catalog of items for sale. They then use the catalog to practice realistic conversations about the prices and features of various items for sale or to role-play conversations between a customer and a telephone sales representative.

This is an excellent project for all levels of ESL. It is especially appropriate for Beginning ESL students because it provides a lot of practice in describing and asking questions about various objects. Because the students pick the pictures and what items to include in the catalog, low level students can participate and be successful in finding pictures for which they know the vocabulary. At that level, students might only have to include 3 or 4 separate items in the catalog. At more advanced levels, students can include more pages and more images and be required to role-play longer conversations.

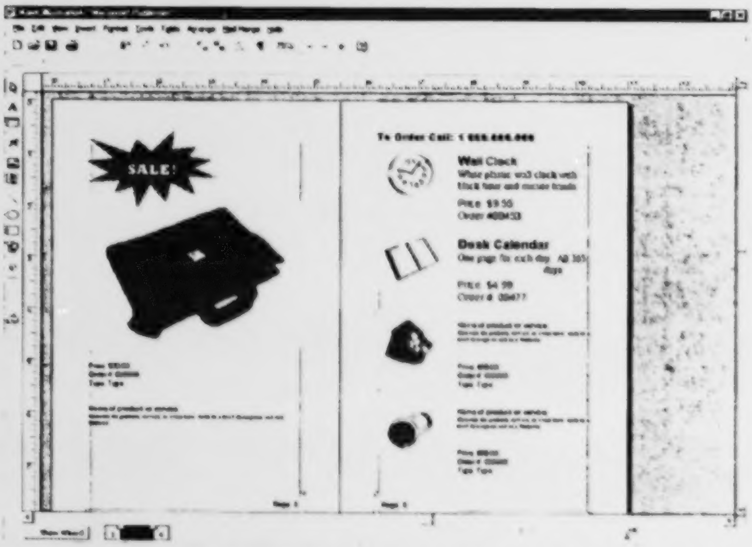
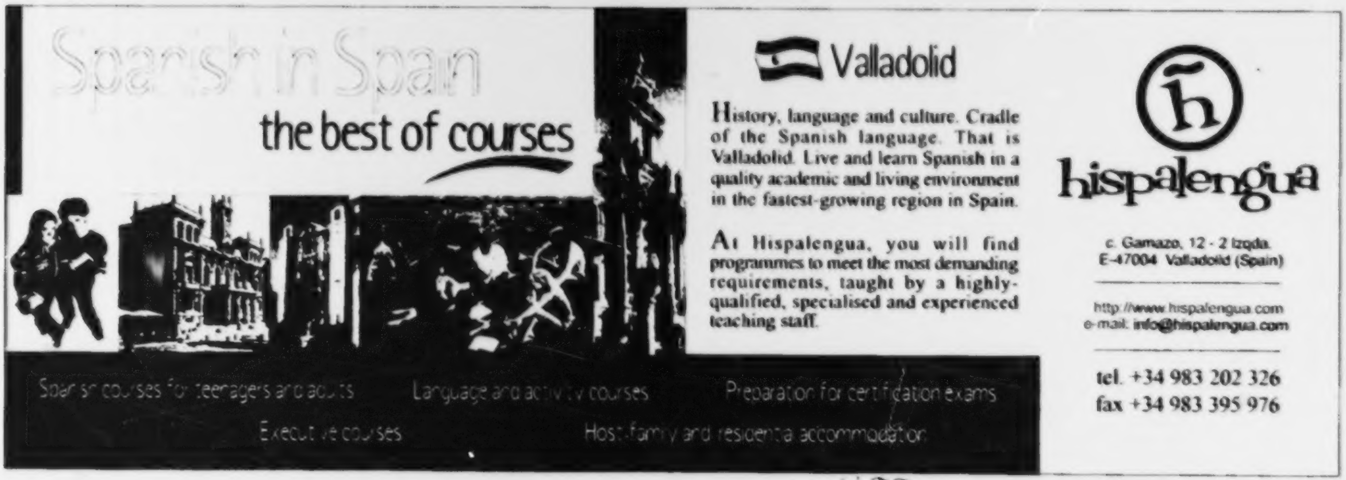


Illustration 1: (Partially completed catalog. The student has started to replace the generic "Wizard" language with names of the object, prices, and item numbers.)

Step 1) Prepare a "model catalog" that students can view as an example. The model for this project should look something like the illustration (illustration 1) above. You create the model using photographs you have taken or scanned, photos from ClipArt, or the default photographs that already are included in the catalog produced by the "Catalog Wizard". The "Catalog Wizard" refers to the automated steps for creating the project that are part of the Publisher program.

continued p 30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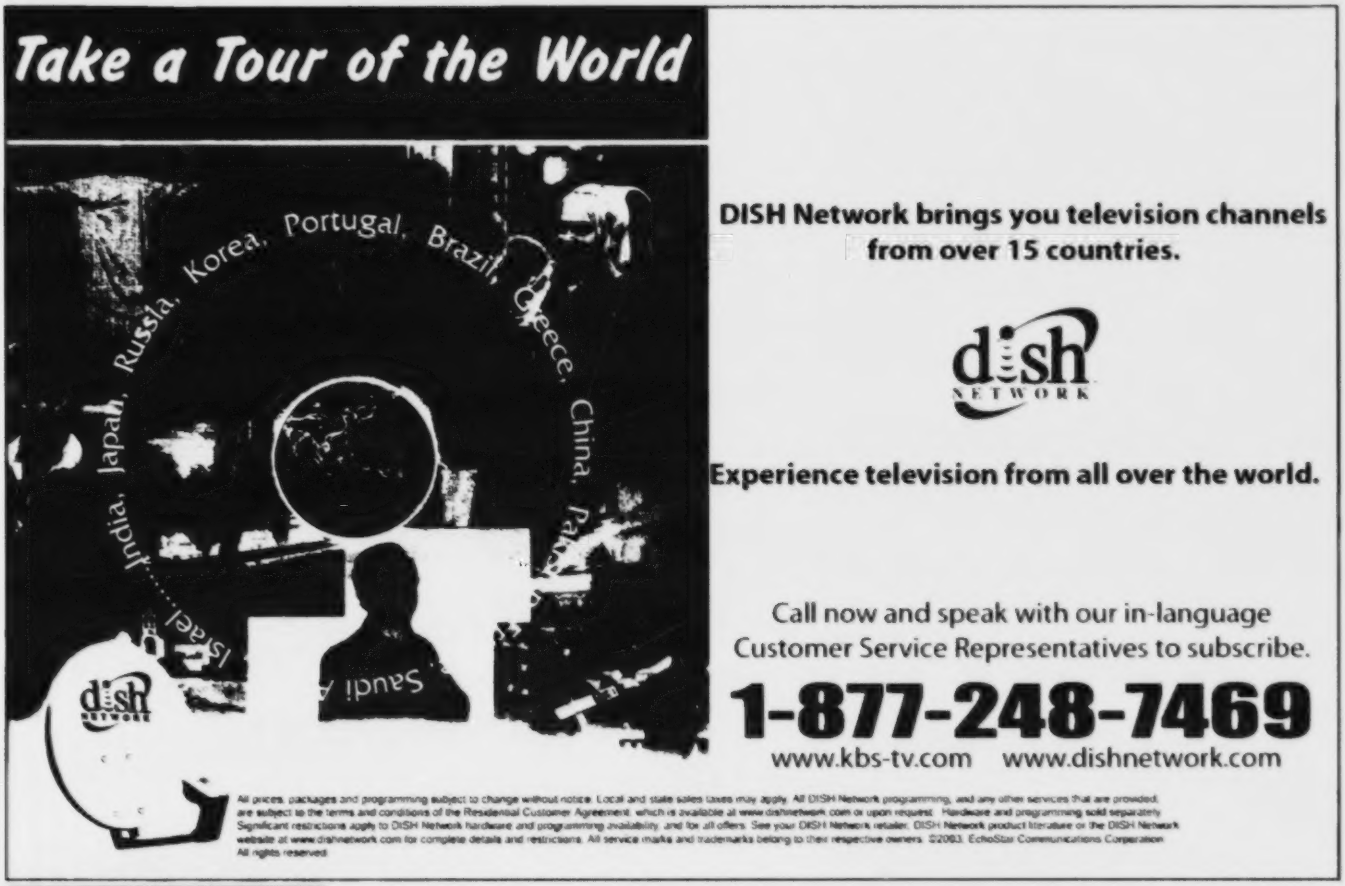
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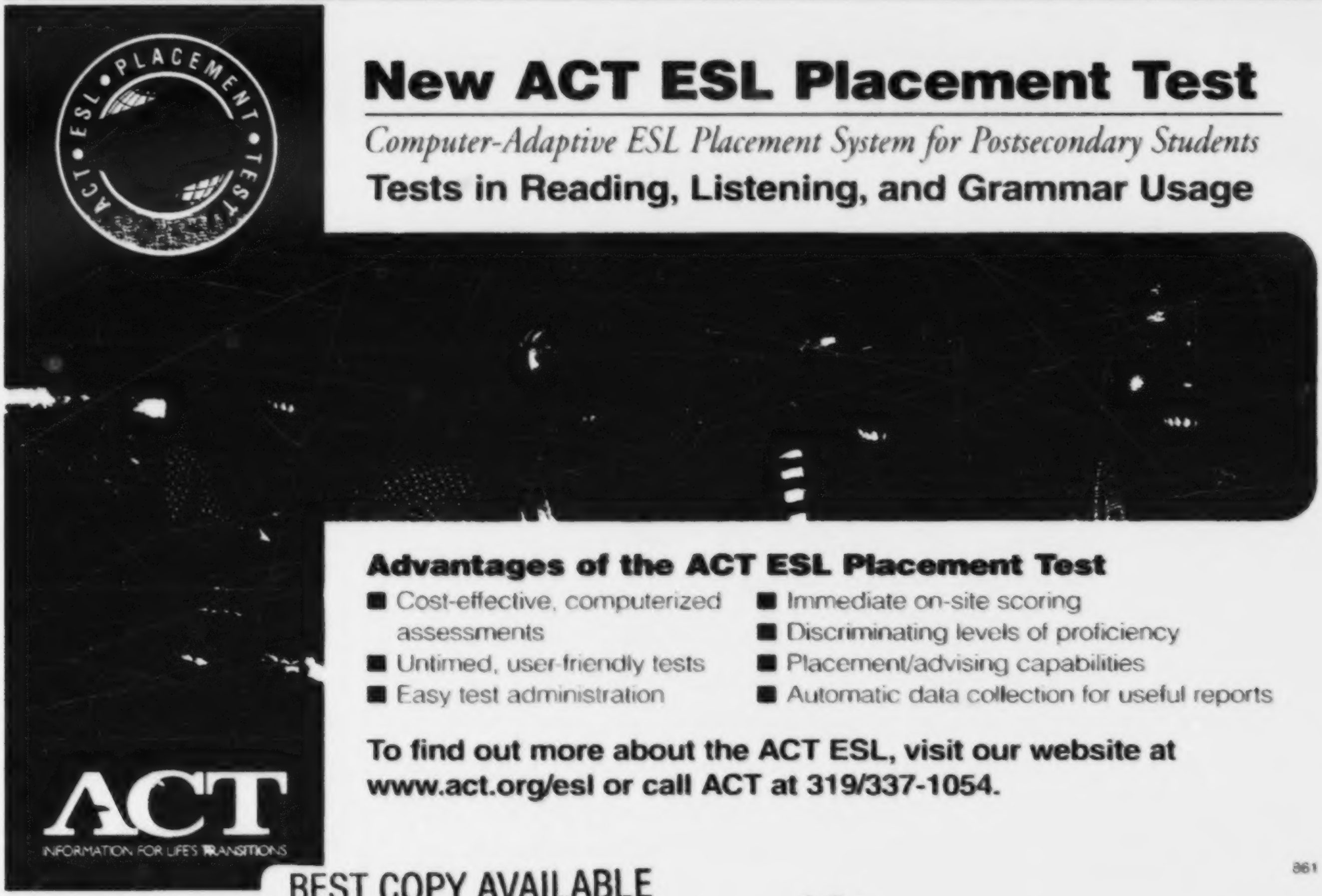

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from p.28

Step 2) Introduce the project by showing a completed catalog to the whole class on the classroom projection system or by holding up a print version.

Step 3) Introduce or review basic operations and functions in *Microsoft Publisher*. Demonstrate how to use the "Catalog Wizard" to choose a theme for the catalog. (You can either choose one style and have all of the students use that style, or allow the students to pick any style they want.) Review replacing text and changing font sizes, and searching for and inserting photos. Repeat all actions several times. Have students call out the steps of the process as a comprehension check before assigning students to the computer to work on their own catalogs.

Step 4) Students work on their individual projects. (If you're having them take their own photos, you might have to review the steps for using the camera and transferring the photos to the computer.)

Step 5) As students complete their work, check the final product and save it before printing a copy for the student and a copy to post on the classroom wall.

Step 6) Students work in small groups or pairs to create and practice conversations using the catalog of items as a catalyst for authentic conversation practice.

Steps for creating a Catalog using the "Catalog Wizard" in Microsoft Publisher

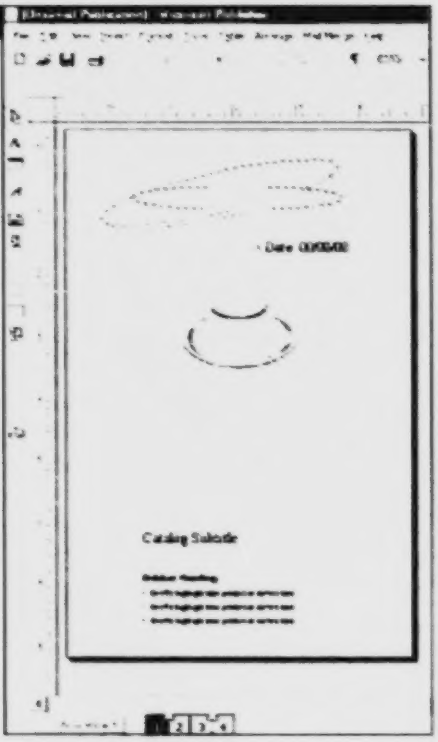
Step 1) Start Publisher. The "*Microsoft Publisher* Catalog Wizard" starts up automatically. On the left side of the screen, you'll see a list of possible projects to finish. Scroll down to the one labeled "Catalog" and click on it. Several samples of catalogs featuring different styles will appear. The style featured in this article is called "Arcs".

Step 2) Pick one of the styles, click on the style name to "highlight" it and finally, click on "Start Wizard". You should see the first page of the catalog (see illustration 2 left).

Step 3) Start to replace the headings that appear in the example with your own language as appropriate. (See illustration 3.)

Step 4) Continue until all of the headings, descriptions, prices and item numbers on the assigned pages have been completed. The wizard automatically starts with an 8-page catalog. For most class levels, 4 pages (front cover, two inside pages and a back page) should probably be enough. You can delete unwanted pages by clicking on the page number tab at the bottom of the screen and then on clicking on Edit/Delete Page.

Step 5) Save and print the completed catalog.



Date 00/00/00

Catalog Subtitle

Illustration 2: first page of the selected catalog as it opens in *Microsoft Publisher*

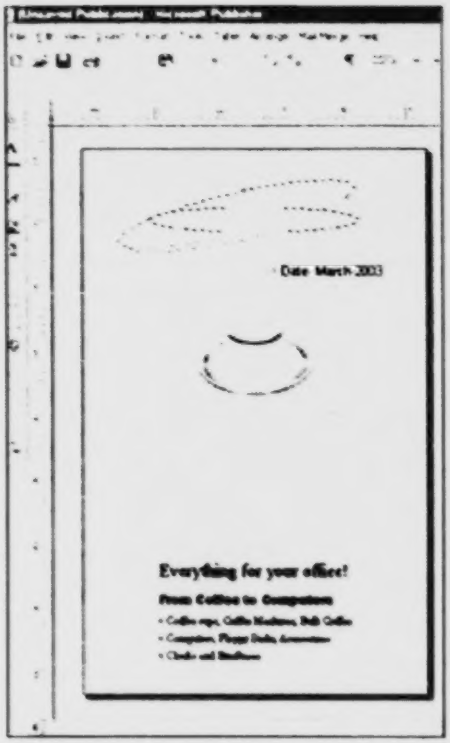


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Illustration 3

Sample Conversations

Student A: How much is the wall clock?

Student B: It's $9.55

Student A: That's cheap.

Student B: Get two!

Student: What is the briefcase made out of?

Sales Associate: The inside of the briefcase is made of synthetic materials, but the outside is leather.

Student: What colors are available?

Sales Associate: You can order the briefcase in light brown, dark brown, burgundy and black.

Student A: Which briefcase are you going to order?

Student B: I like the brown leather one, but it's very expensive.

Student A: I think that the black briefcase is cheaper than the brown one, and it's more attractive.

Student B: You're right. I'm going to order the black one.

Tips for working with computers and beginning students (individually at the computer or in groups)

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes. Remind more advanced students to save their work themselves.
- Be patient since beginning students are also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a folder to help you organize the completed projects. For this project, call the folder "Catalogs". As each student finishes, save the project in the same folder. You can also create a "Catalog booklet", which is simply one document with all of the students' individual catalogs pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. ■

Barry Bakin is an ESL teacher and teacher advisor in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center and trains ESL teachers to integrate computers into ESL instruction.

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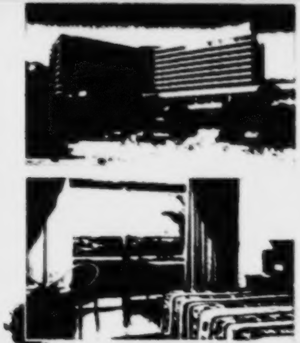

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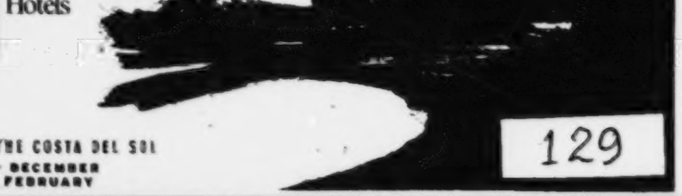

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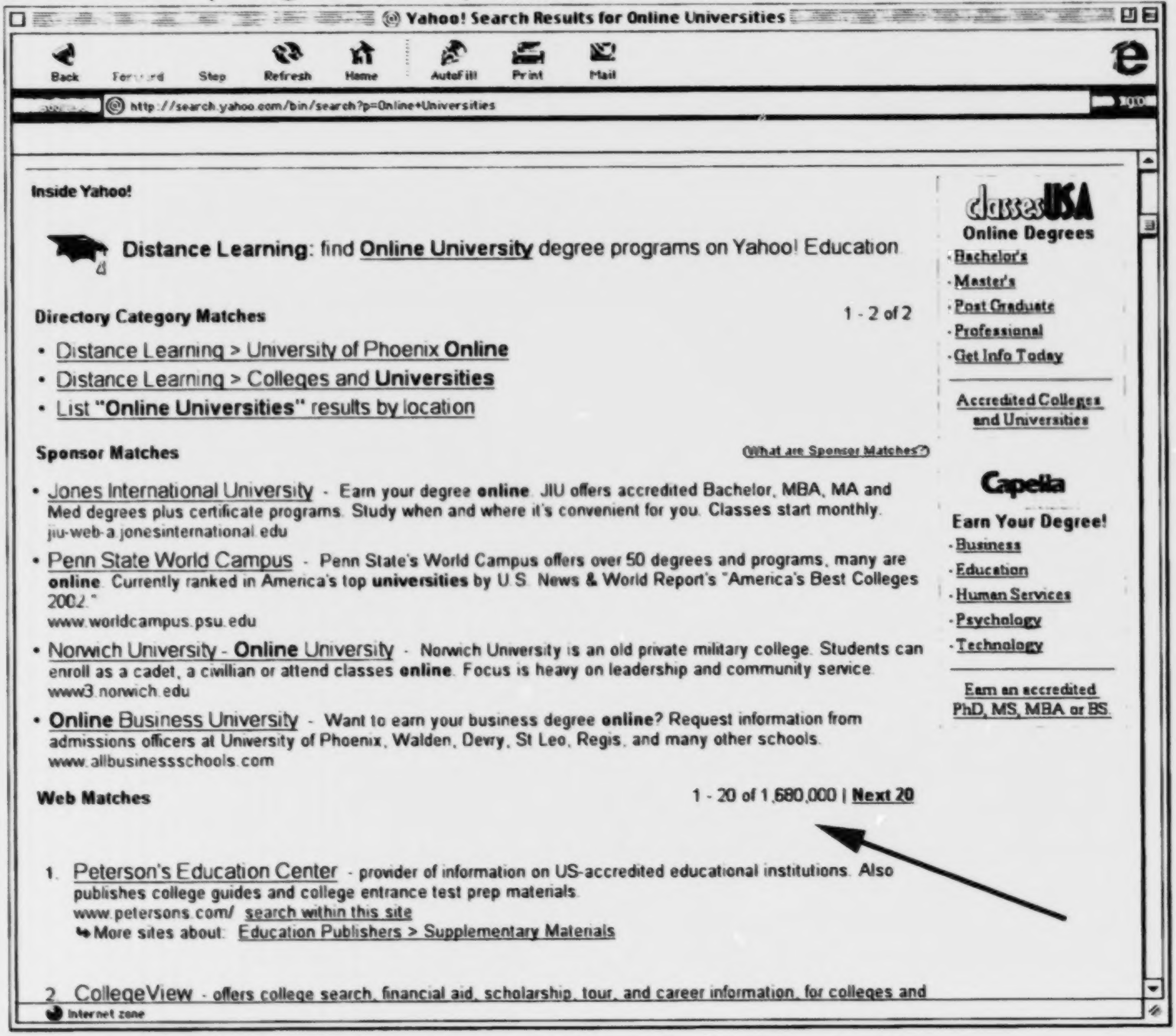
E-Students Mastering By Degrees

Harry Fenwick looks at the online options for teachers who want to obtain a postgraduate qualification in teaching ESL / EFL



http://search.yahoo.com/bin/search?p=Online+Universities

Inside Yahoo!

Distance Learning: find Online University degree programs on Yahoo! Education

Directory Category Matches 1 - 2 of 2

- Distance Learning > University of Phoenix **Online**
- Distance Learning > Colleges and **Universities**
- List **"Online Universities"** results by location

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  jiu-web-a.jonesinternational.edu
- Penn State World Campus - Penn State's World Campus offers over 50 degrees and programs, many are **online**. Currently ranked in America's top **universities** by U.S. News & World Report's "America's Best Colleges 2002."
  www.worldcampus.psu.edu
- Norwich University - **Online** University - Norwich University is an old private military college. Students can enroll as a cadet, a civilian or attend classes **online**. Focus is heavy on leadership and community service.
  www3.norwich.edu
- **Online** Business University - Want to earn your business degree **online**? Request information from admissions officers at University of Phoenix, Walden, Devry, St Leo, Regis, and many other schools.
  www.allbusinessschools.com

Web Matches 1 - 20 of 1,680,000 | **Next 20**

1. Peterson's Education Center - provider of information on US-accredited educational institutions. Also publishes college guides and college entrance test prep materials.
   www.petersons.com/ search within this site
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An internet search at Yahoo.com for "Online Universities" yielded more than 1.5 million web matches.

Finding the time and the money to attend university or college is sometimes a problem for ESL / EFL teachers who want to continue their professional development by taking a postgraduate course in teaching English as a second or foreign language. The savvy choice for teachers wanting to keep their jobs and learn at the same time is to select a postgraduate degree program taught online. In fact, the biggest demand for online postgraduate degrees in TEFL / TESL has come recently from teachers who need to hold down their full-time jobs while they get their degrees.

One of the great advantages of choosing to learn online is that you are not restricted by geographical boundaries. In the field of web-based TESL / TEFL MAs, this is a possible advantage because there are relatively few programs offered by U.S. colleges and universities.

continued p.34

from p.33

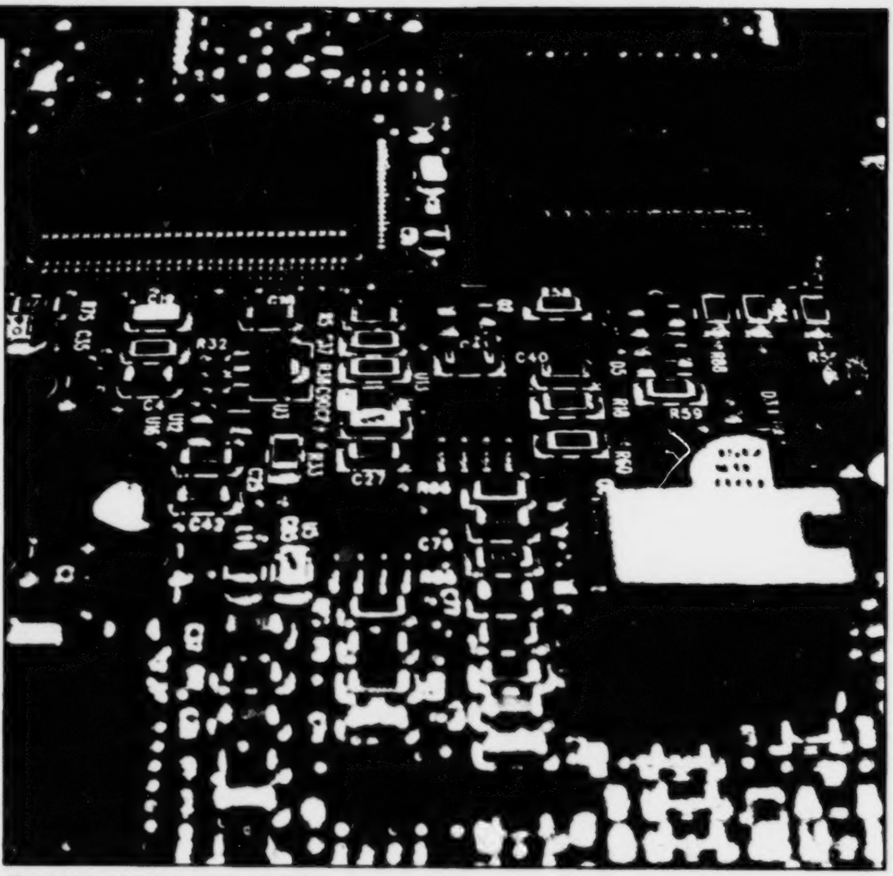
For example, the University of Mexico at Las Cruces offers an MA in Curriculum and Instruction with a TESOL specialization, but not all of the coursework is offered through distance learning. Students can also take online courses giving credits towards a Master's Degree in Language Education at University of Indiana at Bloomington.

Indiana Wesleyan University's Online Master of Education (M.Ed.) program is designed for current, K-12 teachers. The program offers students a "virtual classroom" forum to interact faculty and experienced fellow working professionals on a broad range of contemporary educational issues.

In Canada, Vancouver Community College works with the University of Leicester in England, laddering into their online MA in Applied Linguistics and TESOL.

In the UK, a number of universities offer well-established online programs that lead to a postgraduate qualification in TESL / TEFL: Aston, Reading, Birmingham and Surrey are just a few examples of these reputable institutions and there are many more. In Australia, Macquarie University offers an MA in TESOL via distance learning and the University of Southern Queensland provides an online MA in Applied Linguistics.

The following are some general points to consider when choosing the online course that's right for you. There are some other basic questions that you will need to think about: for example, whether you decide to take an M.A., an M.Sc. an M.Ed. or some other qualification. This is a decision that must be faced by many prospective postgraduates–online or not–and discussion of these choices lies outside the scope of this article.



Could this be your next college campus?

- Find out what the entrance requirements are for each course. If you are planning to take a postgraduate course in teaching ESL/EFL, you will be expected to have an undergraduate degree and a few years of teaching experience. Some postgraduate degree courses admit experienced EFL / ESL teachers who have not obtained undergraduate qualifications. If you are not a native speaker of English you may be required to have a minimum TOEFL or IELTS score.
- The amount of time required to complete the course varies from institution to institution. Many courses are flexible, so that a degree course is typically completed in three years, but it can take from two to five years depending on the individual. Make sure you have a clear idea of the workload and what is expected of you during your course. There will be times when you just don't want to go near your dissertation after a hard day's work in the classroom. At times like these, you will need self-discipline because your only support may well be virtual.
- Most institutions allow students to pay their fees in regular installments over the duration of the course. Find out when these have to be paid and what the total cost of the course will be. This is usually given as an estimate because fees are fixed annually.
- Make sure you have access to an email account and to a library. It may sound obvious but you will need regular access to a reliable computer and an email account that can be trusted to deliver your messages without fail during your course.
- Check if the institution requires you to attend some of the courses or modules in person at any time during the period of study. You may have to budget for travel and accommodation expenses if your physical presence is required during the degree course. Students taking dissertation-track options are not usually required to attend the university. Those taking the taught-track route will have to plan to attend the university in person for a certain period of time depending on the course.
- Find out where the examinations are held. Typically, these can be administered at the institution itself or at another venue which has received endorsement from the institution.
- Ask if you will be assigned to a personal tutor or adviser who will be available throughout your course. He or she will be a vital link between you and your online alma mater.
- Remember that the fees for online degree courses do not include books and other materials that you may be required to purchase for coursework. You may also be required to pay for materials to be mailed out or couriered to you from the institutional library or department. You can also be asked to pay for phone calls. The good news is that the fees for online courses are usually lower than those charged for campus-based students.

Many would-be e-students worry that they will be isolated and lack support. It is remarkable then that many online alumni are surprised at how close they become to their virtual classmates. It seems that a shared experience through the internet is often no less rewarding or lasting despite the lack of a physical presence. ■

Harry Fenwick has taught EFL all over the world and now lives in Almeria, Spain.

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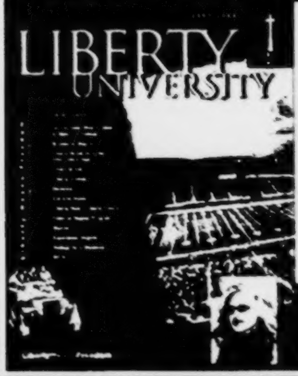

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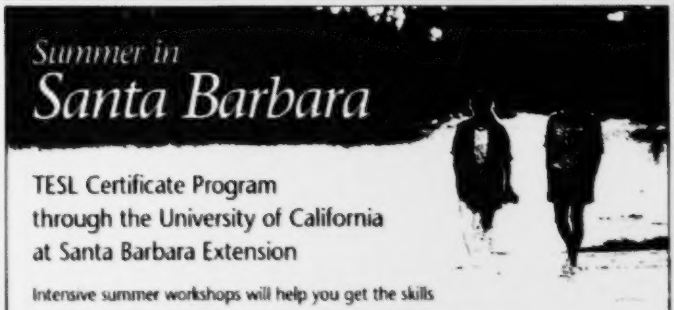

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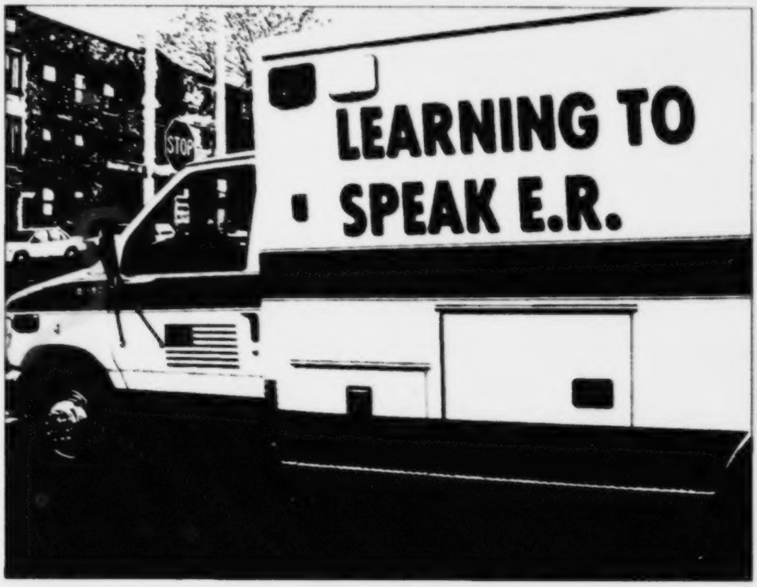
ENGLISH FOR SPECIAL PURPOSES

Alicia Breen unravels the mysteries of medical language



Have you ever been a patient or visited a friend or relative in the hospital and felt as though you were visiting a foreign country? Listening to the medical terminology and language of health professionals, you wonder just what it is they are talking about.

While it may appear mysterious to those who do not work in specialized scientific areas, lay people do use medical terminology on a regular basis without realizing it. Words such as oxygen, cardiac, and meningitis are integrated in our daily language, but because we understand them they do not seem alien to us. Medical terminology can be learned just like any foreign language, but it needs analysis, practice, and discipline. The following is a very brief background on the medical language.

Scientists have long acknowledged that considerable learning in science is based on education in vocabulary. Over 95% of medical terminology originates from Greek and Latin languages. In fact, the roots of medicine can be traced back to Hippocrates (c. 460-377 BC) the legendary Greek physician often called the father of medicine. Latin was the language of the ancient Romans and their extensive empire and, until the nineteenth century, the language of European scholars in almost every field of study. The use of Greek and Latin words continues today in the medical field.

As with every language, medical language has a basic structure. Generally speaking, there are four possible word parts, and any given medical term may contain one, some, or all of these parts. These word parts are (1) roots, (2) prefixes, (3) suffixes, and (4) linking or combining vowels.

The main part of the word is the root. For example, in the words reader, reading, or reads, the root is read. In speaking/speaker/speaks, the root is speak. Word roots in medical terminology usually derive from Greek or Latin and often refer to a body part. Medical terms always consist of at least one "root", although they may contain more.

The insertion of a vowel, called a combining vowel, is often needed between word roots to make pronunciation easier. In medical terms the combining form is usually an "o", as for example in the words thermometer or microscope. To modify a word's meaning, a suffix is added to the end. Suffixes are denoted by "-" when they are standing alone, as in –algia meaning pain, -be meaning life, -logy meaning study of, and–stomy meaning mouth.

A prefix is a syllable or syllables placed before a word root to enhance its meaning. For example, in the word 'impatient' the prefix is im-. A prefix cannot be used alone. Some examples of medical prefixes are ab- meaning away from; ante- before, in front of, around; dia- through; dis- apart or removed; hemi- half; hyper- over or above; hypo- below; trans- across; and ultra- beyond.

To write, read, or understand a complete word, a combination of the four main word parts is needed. For example, -algia (meaning pain) can be added to cardi (heart) to form the word cardialgia or to the root gastr (stomach) to form gastralgia. Similarly, -logy (the study of) combines to form bacteriology (study of bacteria) and histology (study of tissues). The prefix hyper- helps define hyperacidity (excessive acid) and hyperactive (over active). Another example is the prefix brady-, meaning "slow". If brady- is added to the root "card", the term "bradycard"–which roughly means "slow heart"–is created. Then, if the suffix -ia (which means "abnormal state") is added to "bradycard", the medical term "bradycardia" is formed. The translation of bradycardia (brady - card - ia) is slow - heart - abnormal state, or the abnormal state of a slow heart rate. Abbreviations are commonly used by health professionals in written or spoken communication to save time and space. Symbols are also used for this purpose. Some abbreviations and symbols are specialized according to the medical field or specialty: BP meaning blood pressure, Hb meaning hemoglobin, IV meaning intravenous, MI meaning myocardial infarction, RA meaning rheumatoid arthritis, and TB meaning tuberculosis.

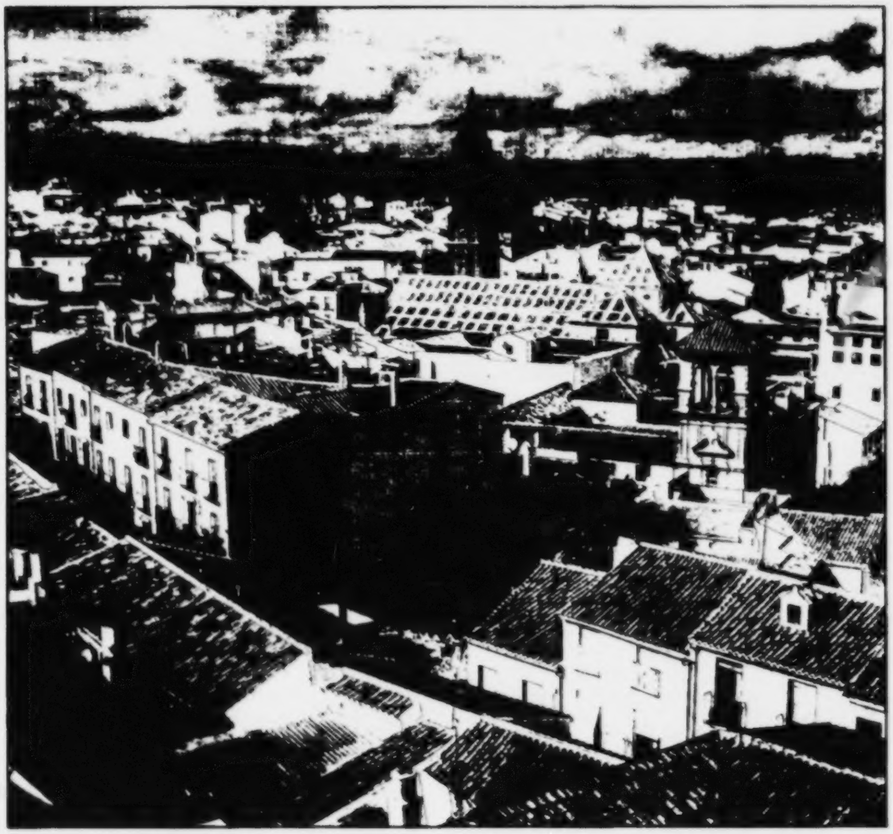
You will also find intriguing cultural lessons in the medical language, just as in any other language. For example, medical terminology also includes words that consist either entirely or partly of personal names, such as Adam's apple and Strumpell-Marie disease. The term Adam's apple came from the belief that biblical Adam was not able to completely swallow the fruit of the forbidden tree, and so it became lodged in his throat, visible to all. And, although it has been over 130 years since Dr. Jean-Martin Charcot's discovery and analysis of the disease Amyotrophic lateral sclerosis (ALS), many still refer to it as "Lou Gehrig's Disease", named for the beloved New York Yankees hitter who died from this rare disease.

Learning medical terminology is a challenge and requires commitment. But, if you start with the very basics and don't get too discouraged by the more complex jargon, you will soon have a working vocabulary and will have learned more about health and your body. If you do find yourself at the hospital or with your practitioner and you do not understand the terminology, be sure to ask for a full explanation or translation that you and your family can understand. This can help relieve some of the anxiety many people feel when faced with the unfamiliar language of medicine and health. Medical language is not just for the medics; it can be learned by anyone. Learning the language of health is an investment for life. ■

Alicia Breen is a freelance journalist currently on the editorial staff of Language Magazine.

Smiles of a Summer Learner

Sandy Sanchez reports on the preparations students can make before they embark on a summer language program



View over rooftops of Antequera, southern Spain. Photo: John Snelgrove

While much of the U.S. is still shivering as it shakes off what was for many people one of the worst winters in recent memory, language teachers are turning their thoughts to summer courses in Europe, Latin America and Asia.

Although it is true to say that times now are a little uncertain on the global stage, language travelers are a practical and hardy breed. Many experienced world travelers know that they are more likely to be involved in an accident on the way to the airport than to become involved in an incident while abroad.

Although a few parents of students have been nervous enough to cancel travel plans, the vast majority are going ahead with trips around the world. Anecdotal evidence from *Language Magazine* readers suggests that teachers are taking sensible precautions without engaging in the ill-advised panic that can be seen in other quarters of the population. Perhaps this admirable sang-froid is just one more example of the benefits that learning second languages and traveling to other countries can bring.

Planning your language travel experience requires some thought. The first consideration is usually financial: how much is it all going to cost? Obviously, you will need to create a budget for your trip and then stick within it if you can. In these tough economic times, it may be difficult to persuade your employer to pay some or all of your travel expenses but it is worth checking to see what you might be able to obtain. For example, many universities offer travel grants to faculty as do governments of countries including France, Spain and Germany. Also, in some circumstances, you may be able to write off your travel and language learning expenses, although you should check with your accountant first to see if you can do this.

If you are planning to take a course in Spanish, you will need to decide whether to go for the Old World or the New World option. The advantages of destinations like Mexico and Guatemala include their relatively low cost and the amazing cultural life although you are more likely to encounter Americans on your course. Spain offers ease of transportation and the opportunity to speak more Spanish at school (be aware though that some towns can be full of Americans over the summer months). With French, you can check out courses in Quebec, although most teachers and students decide they want the full French flavor and travel to France itself. Of course, France is the number one tourist destination in the world so be prepared to meet at least a couple of English speakers during your stay.

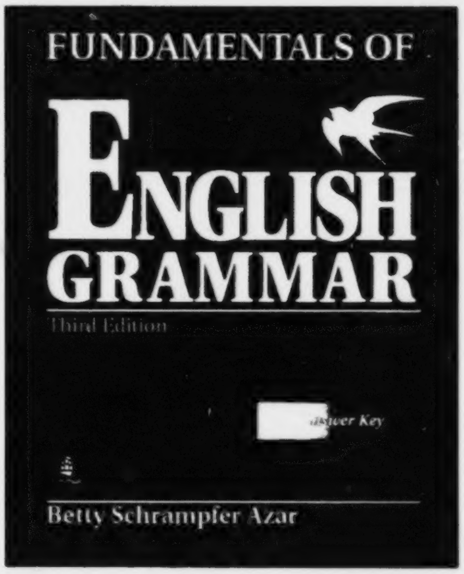
Before traveling, you will want to plan your itinerary, making sure that you allow enough time for cultural pursuits. If you are planning to travel by train in Spain, you can visit the RENFE website (http://www.renfe.es/) which has a lot of useful information about travel in Spain—there is an English version too. You can visit the French railroad SNCF at http://www.sncf.com/ which also has multilingual versions. It is a good idea to get acculturated before you travel with regular visits to news websites like Le Monde (http://www.lemonde.fr/) and El Pais (http://www.elpais.es/)

Whatever your final choice of destination is this summer, you should rest assured that you will return enriched by your language and cultural experience. ■

Sandy Sanchez is a writer based in Cannes, France.

MASTERING THE FUNDAMENTALS

Fundamentals of English Grammar,
3rd Edition, Betty Schrampfer Azar, (2003), White Plains, NY, Longman Publishing
ISBN: 0-13-049447X



ESL/EFL teachers who have hesitated to adopt previous editions of the Azar Grammar Series because they've been told that "grammar should not be taught explicitly" will feel more comfortable with new revisions in the 3rd Edition which provide many more opportunities for students to practice and study grammar in communicative situations. Instead of starting most chapters with the familiar grammar charts, students are directed to interact with each other in pairs or small groups by either asking or answering questions, creating a dialogue, or discussing a completion exercise which focuses on the grammar points that will be covered in the chapter. In addition to the numerous individualized exercises which students complete themselves and teachers who have used previous editions of the series would be familiar with, additional exercises throughout the chapter continue in a communicative approach by expressly directing students to work in pairs and providing examples of suggested oral exchanges for students to follow as they work with the material. For example, to practice "What kind of...?" the directions for one exercise are, "Find classmates who own the following things. Ask them questions using what kind of." The example that follows the directions is for a camera.

SPEAKER A: Do you have a camera?
SPEAKER B: Yes.
SPEAKER A: What kind of camera do you have?
SPEAKER B: A have a 35-millimeter Kodak camera.

(The directions also provide a strategy if the answer to the first question is "no".) This particular practice exercise demonstrates the series' strategy of making use of students' own life experiences to provide a base for the grammar point being studied.

Chapters usually conclude with an open-ended exercise in which the grammar point can be practiced in a less structured manner, allowing the student more flexibility in how they choose to practice the structure. As an example, to practice active and passive structures, the directions state: "In writing, describe how a particular holiday is celebrated in your country. What is done in the morning, in the afternoon, in the evening? What are some of the things that people typically do on this holiday?" and then conclude with the note that "Many of your sentences will be active, but some of them should be passive". After repeated opportunities to complete exercises where they might just be filling in blanks in a very controlled fashion, this exercise gives the student freedom to experiment with their grasp of the grammar structure and provides the teacher with a quick "snapshot" of the student's understanding of the structure when required to produce it without direct guidance.

For students and teachers who desire copious explicit practice by way of worksheets and various written exercises, the 3rd edition doesn't disappoint. Even without the companion workbook, each chapter provides many of the familiar written exercises that students clamor for. Teachers who want to give their students the opportunity to correct their work themselves or English language learners working independently can obtain the student text with an included answer key.

Most institutions and teachers will not choose a grammar-based text for the main course book. But for those teachers who desire to provide the more explicit grammar practice that students so often state they want and also want to satisfy their own or their administrator's desire for increased communicative language practice, the 3rd Edition of the classic *Fundamentals of English Grammar* would be an extremely satisfactory solution. ■

Barry Bakin is an ESL teacher and teacher advisor in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center and trains ESL teachers to integrate computers into ESL instruction.

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Bridging the Great Divide

John Baugh investigates some of the linguistic consequences of our African-American past

The linguistic legacy of the African slave trade has been sorely misunderstood within the United States and throughout the world. Exacerbated by long-standing racial controversies, the linguistic behavior of African Americans, and slave descendants in particular, has been a source of political and educational contention since the birth of the nation. Many of the linguistic stereotypes that abound regarding African Americans are misleading and grossly exaggerated; indeed, American slave descendants do not constitute a linguistically homogeneous group. Thus, Blacks who grew up in isolated rural farming communities speak quite differently from African Americans who grew up in heavily populated inner-city neighborhoods and older African Americans typically use language differently from younger African Americans.

Unlike any other immigrant group, slave descendants share a unique linguistic history that stands apart from those whose

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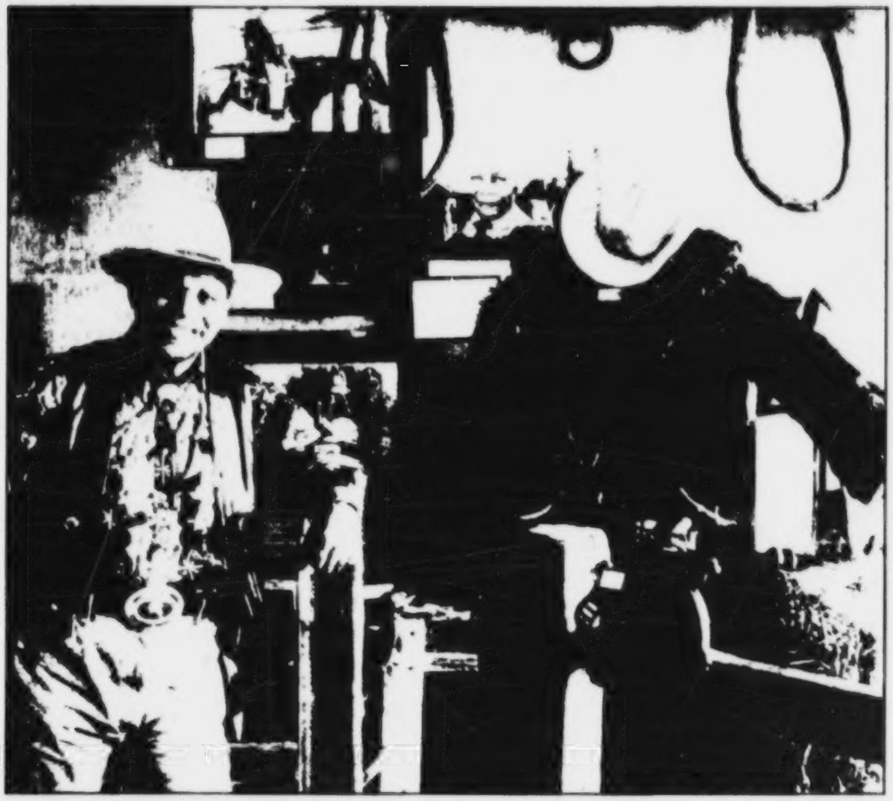

Paul Stewart, founder of the Black American West Museum, which tells the forgotten story of African American cowboys. Photo by David Falconer.

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American ancestors were not enslaved Africans. Whereas typical immigrants to the United States may have come to America in poverty, speaking a language other than English, they usually did so with others who shared a common language and culture. The vast majority of Americans can trace their family ancestry to homelands where the languages of their ancestors are well known. Such is not the case for the typical slave descendant of African origin.

> "No indigenous African language survived the Atlantic passage intact, giving rise to a host of African and European based pidgin and creole languages that resulted directly from the slave trade."

The explanation for this unique historical linguistic circumstance is fairly straightforward, as are the racial consequences of this legacy. Only Blacks from Africa were imported as slaves throughout North and South America. Whenever possible, slave traders separated captives who spoke the same language. This practice, a form of crude language planning, attempted to disrupt communication among slaves to prevent uprisings during the Atlantic crossing and thereafter. Once placed on the auction block, slaves were then denied access to schools and literacy by law. Again, this linguistic heritage is unlike the vast majority of other immigrants who were exposed to Standard American English within their local public schools.

Because the linguistic consequences of slavery are not well known, many United States citizens, regardless of racial background, do not fully understand why vernacular African American dialects persist, particularly when public figures like Bryant Gumbel or Condoleezza Rice demonstrate full, fluent, and facile command of Standard English. Their linguistic example implies that speaking proficiency is a matter of personal choice, rather than the historical circumstances. However, despite the existence of thousands of African Americans who have mastered Standard English, or, in more popular parlance, the fact that "many Blacks sound White," it is all too easy to lose sight of the historical linguistic dislocation born of slavery that has made it far more difficult for slave descendants to blend into the melting pot. While the vast majority of American immigrants had the luxury of sharing a minority (non-English) language upon their arrival to America, such was not the case for slaves. Indeed, no indigenous African language survived the Atlantic passage intact, giving rise to a host of African and European based pidgin and creole languages that resulted directly from the slave trade.

Due substantially to the lingering inequality that has evolved since slavery, educators, politicians, and linguists have had highly contentious debates about how best to address the education of Black students, and, more precisely, how best to enhance literacy (i.e. reading and writing) among American slave descendants. Does the problem lie with individual students, or are there other systemic explanations that account for racial disparities in educational achievement that lie beyond the control of individual students or those who care for them? While a full understanding of the linguistic behavior of African Americans will not resolve these pressing educational problems, they can shed light on many of the challenges that still face those who sincerely seek ways to overcome racial inequality.

Honest differences of opinion derived from the Ebonics controversy that began in Oakland, California in 1996 may help to clarify the linguistic and educational dilemma that exacerbates racial gaps in academic achievement throughout the nation. Without question, the sociopolitical controversy that erupted in the wake of the Ebonics debate proved to be one of the most contentious linguistic episodes ever to jolt America. Readers may recall that the Oakland, California school board passed a resolution declaring Ebonics to be the language of the 28,000 African American students who attended public schools within that district. The public outcry denouncing Ebonics and its advocates was swift and defied easy racial classification. Maya Angelou was among the first and most vocal of Ebonics' detractors, followed by Kweisi Mfume and other notable African Americans who decried any suggestion that African Americans speak a language other than English.

Although Oakland school officials

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from p.40

eventually denied accusations that their resolution was intended to justify claims to obtain federal bilingual education funding, their official policy statement was explicit in this regard, claiming that:

"African-American pupils are equally entitled to be tested and where appropriate, shall be provided general funds and State and Federal (Title VII) bilingual education and ESL (English as a Second Language) programs to specifically address the needs of their limited English proficiency/no English proficiency needs." (Oakland African American Task Force Policy Statement).

In addition, some of the most contentious political commentary was derived from an assertion contained within the original Oakland resolution stating that "African Language Systems are genetically based and not a dialect of English." This poorly chosen remark stirred the smoldering embers of Arthur Jensen's (1969) incendiary claims, published in the *Harvard Educational Review*, that African American students were cognitively inferior to white students based on genetic differences affirmed by standardized test results.

The Linguistic Society of America (LSA) waded into both the Jensen and Ebonics controversies, each time passing resolutions that sought to quell racially charged controversies surrounding the language of African Americans. In the first instance, following remarks authored by William Labov and Anthony Kroch, the LSA observed that

"The writings of Arthur Jensen which argue that many lower class people are born with an inferior type of intelligence contain unfounded claims which are harmful to many members of our society. Jensen and others have introduced into the arena of public debate the theory that the population of the United States is divided by genetic inheritance into two levels of intelligence ability: one defined by the ability to form concepts freely, the other limited in this area and confined primarily to the association of ideas."

While these statements served to undercut unsubstantiated genetic claims in Jensen's comments, Oakland's resolution inadvertently reintroduced Jensen's genetic folly. Oakland educators did eventually claim that their reference to genetics was restricted to linguistic classification and had nothing whatsoever to do with the racial genealogy of African Americans. In this instance the LSA, under the guidance of John Rickford, passed a resolution intended to affirm the linguistic integrity of African American vernacular English, stating,

"The discussion of recent and long-standing historical linguistic controversies surrounding African Americans is necessary to fully appreciate that neither linguists nor educators have yet completely resolved these matters."

"The variety known as "Ebonics," "African American Vernacular English" (AAVE), and "Vernacular Black English" and by other names is systematic and rule-governed like all natural speech varieties."

In so doing the LSA was able to accomplish two important tasks: first, and foremost, it affirmed the linguistic integrity of Black American speech, and second, it asserted that Ebonics should be viewed as a dialect of English, and not as a separate language without essential English derivation. Shortly after the LSA passed their resolution, the Oakland School Board released a revised Ebonics resolution that deleted all references to genetic classification and conceded, albeit somewhat grudgingly, that

Table 1: Some common linguistic examples of African American vernacular English (AAVE)

Standard English	**AAVE**
cold	col'
left	lef'
mind	min'
desk	des'
Suffix -s absence	
cents	cent
He has ten cents	He has ten cent
brother's	brother
My brother's book	My brother book
likes	like
He likes music	He like music
Post-vocalic /r/ absence	
door	do'
car	ca's
Absence of present tense auxiliary and linking verbs	
He is here	He here
We are leaving.	We leaving
Phonological inversion	
Did you ask a question?	Did you aks a question?
Syntactic alternation	
What time is it?	What time it is?
How can you do that?	How you can do that?
What is the problem?	What the problem is?
Nonstandard Negation	
I don't have any cards	I ain't got no cards.
He didn't leave any keys	He ain't leave no keys

David S.C. Chu, (left) undersecretary of defense for personnel and readiness, presents African American History Month essay-writing contest winner, Shallah A. Marshall, a DoD certificate after the sixth grader read his essay during DoD's African American History Month observance. Photo by Rudi Williams

Ebonics is "not merely a dialect of English."

The discussion of recent and long-standing historical linguistic controversies surrounding African Americans is necessary to fully appreciate that neither linguists nor educators have yet completely resolved these matters. The Ebonics episode in Oakland generated so much ill will and hostility that educators and politicians have been loath to reconsider the topic; that is, despite the fact that many of the educational problems that are suffered by numerous African American students owe their existence to the very linguistic misunderstanding that lies at the heart of the Ebonics debate.

Some brief linguistic illustrations demonstrate the subtle but substantive barriers that many African American students face as they strive to succeed within an educational system that makes no accommodation for the dialect that so many of them bring to school. One of the most common dialect features of African American vernacular English is that of habitual "be," as found in "They be happy" or "She be staying at home." An uncritical reflection might wrongly assume that these sentences are identical to Standard English "They are happy" or "She is staying at home." In the first instance many speakers of vernacular African American English make a productive distinction between temporary and habitual states of affairs. Thus, "They ('re) happy" and "They be happy" are not synonymous; the former conveys a temporary state of affairs while the latter conveys a habitual state of happiness. Similarly, "She is staying at home" can convey a temporary state of affairs in contrast to "She stays at home," which suggests a habitual event. Speakers of AAVE can productively distinguish between "She ('s) staying at home" (as a temporary state) and "She be staying at home" (as a habitual state).

Some insightful students of African American English have likewise observed that some African languages make similar

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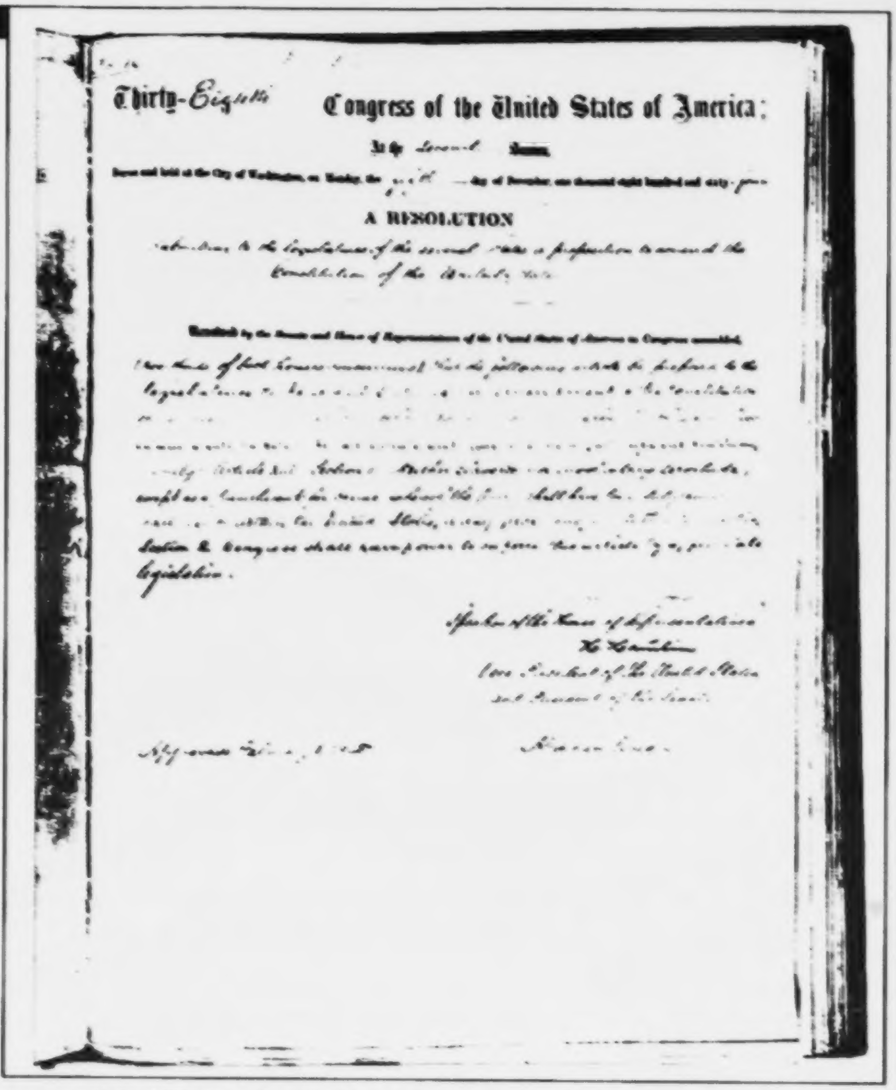


Thirty-Eighth Congress of the United States of America;

A RESOLUTION

A copy of the 1875 Constitution Resolution that abolished slavery.

from p.43

"stative" versus "habitual" contrasts that they believe were integrated into the speech of slaves and their descendants. These forms were then linguistically codified under racial segregation and willful attempts to restrict literacy among slaves, thereby denying extensive exposure to written norms for Standard English.

Another linguistic illustration that is not exclusive to African Americans refers to standard versus nonstandard uses of "ain't" and other forms of negative agreement. Whereas many speakers of American English may say and comprehend the meaning of "I ain't got no money," few Americans (other than speakers of AAVE) use "ain't" as equivalent to "didn't" as in "I ain't drop the book." As such, the English teacher working with a classroom of students from diverse American English backgrounds could easily launch into a carefully planned lesson intended to illustrate distinctions between "ain't" and other negatives such as "isn't" or "don't" without ever realizing that African American students also use "ain't" as equivalent to "didn't."

An additional example, with strong African historical roots, illustrates some of the linguistic challenges that educators and their African American students face in school. If, for example, an African American student wrote a nonstandard sentence that stated, "He been sad" a teacher might readily "correct" this sentence to state "He was sad." However, it is quite possible - even likely - that the student had intended to convey that not only was "He sad" but that he has continued to be sad for an extended period of time.

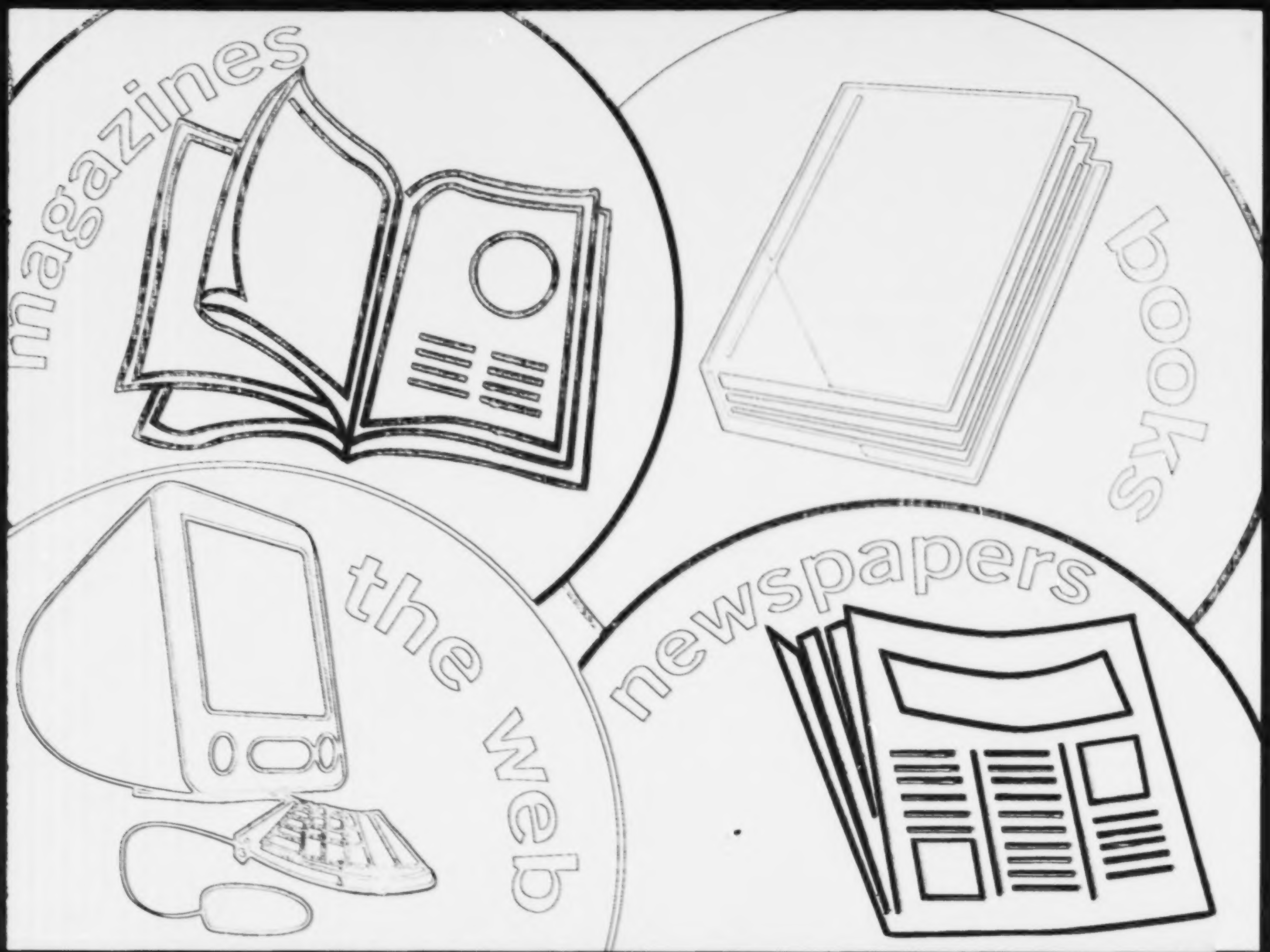
Many African languages convey changes in meaning through tonal contrasts; that is to say, they are "tone languages," and this allows their speakers to convey different meanings for the same word depending upon tone, stress, or emphasis. Speakers of AAVE and other American English dialects have come to adopt a tonal contrast regarding the use of the word "been." In keeping with the preceding example, if the student had intended to say that "He been sad" was a temporary past event, the writer would have intended for an unstressed form of "been" to be implied. However, had it been the writer's intention to convey that "He is not only sad at this moment, but he has been sad for quite some time," then a stressed form of "been" as in "He BEEN sad" would have been the intended meaning.

Other examples from AAVE are numerous, and generally occupy a complete monograph, but Table 1 (p.43) illustrates some of the examples worthy of educational attention. As with nonstandard uses of "ain't" many such examples are not exclusive to AAVE. However, all of the examples that are identified in Table 1 are common to speakers of vernacular African American English.

The contrastive examples illustrated in Table 1 offer a small hint of the vast array of subtle-to-substantial linguistic variation that exists between AAVE and Standard American English. Slight though these examples may be, they serve to highlight the linguistic vestiges of the African slave trade that serve to remind us of the bygone era of overt racial discrimination that was sanctioned by Jim Crow laws and long-standing patterns of residential and educational segregation.

I offer these linguistic, historical, and sociopolitical observations in the hope of shedding additional light on the unique linguistic circumstances born of the African slave trade, and an ensuing recognition that legislators have yet to demonstrate the political will to adequately address the educational abyss that persists between Black and White educational performance throughout the nation. Academic excellence does not demand that we attempt to eradicate AAVE; rather, by recognizing that many Black students come to school using linguistic patterns that differ substantially from academic varieties of English, we can better prepare them and their teachers to bridge the linguistic and cultural gaps that will ultimately ensure that no child is ever left behind. ■

John Baugh is a professor of education and linguistics at Stanford University and the author of several recent books on African American English, including *Beyond Ebonics: Linguistic Pride and Racial Prejudice* (Oxford 2000) and *Out of the Mouths of Slaves* (University of Texas 1999). His involvement in recent national debates about linguistic profiling have been aired on National Public Radio and a number of national television programs.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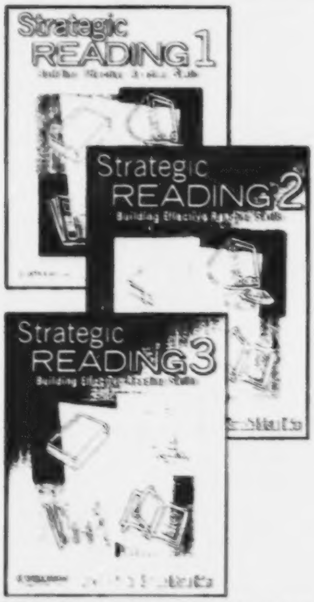
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Like, Where Is Our Language Going?

by RICHARD LEDERER

In one of the mega-chain bookstores, a woman asked a very young clerk for the author of *Like Water for Chocolate*. After the salesperson spent five minutes searching and still could not locate the famous title, the customer realized that the young man had been looking for *Water from Chocolate*.

It's like . . . you know.

Nowadays three speech patterns of the younger generation squeak like chalk across the blackboard of adult sensibilities:

- the sprinkling of *like* throughout sentences, like, you know what I'm saying?
- the use of another species of *like* as a replacement of the verb say: "I'm like, 'Yeah, it's like totally wicked awesome.'"
- the replacement of *say*, a verb of locution, by *go*, a verb of locomotion: "She goes, 'Hey, that video game was totally cool.'" Linguists call this use "quotative," an introduction to direct speech.

Professor Mark Hale, of the Harvard University department of linguistics, says of these speech markers: "This is national in scope. It is not idiosyncratic in any particular part of the country. But it is observed most often among younger people, usually younger than twenty-five."

As a trained linguist, I am fascinated by all change in language, and I don't rush to judgment. The burgeoning of *like* in American discourse appears to be a verbal tic in the linguistic mold of *uh* and "you know." It offers the speaker's thoughts an opportunity to catch up with his or her onrushing sentences or to emphasize important points. Take the statement "I didn't do my homework because like the dog peed on my Cliff's Notes." Here *like* is an oral mark of crucial punctuation that indicates "important information ahead."

According to Professor Hale, increasing numbers of speakers press into service *go* and *like* for *say* as a badge of identification that proclaims, "I am a member of a certain generation and speech community."

Hmm. My professional rule of thumb is that all linguistic change is neither good nor bad but thinking makes it so. Still, the promiscuous employment of *like* and *go* stirs my concern about the state of our English language. To most of us, *like* is a preposition that means that something is similar to something else but is not the idea or thing itself. Thus, dusting statements with a word of approximation seems to me to encourage half thoughts. I fret that the permeating influence of *like* makes imprecision the norm and keeps both speakers and listeners from coming to grips with the thoughts behind the words. "I'm like a supporter of human rights" lacks the commitment of "I support human rights" because *like* leads off a simile of general likeness, not a literal statement.

I believe that it is not a coincidence that *go* and *like* as introductions to quoted speech go tongue in mouth with the burgeoning of *like* as a rhetorical qualifier. I sense a fear of commitment both to direct thought and to the act of communicating—saying and asserting one's observations and opinions. Whenever I hear a young person—or, as is increasingly the case, an older person—declare (not go), "She goes, 'I'm like totally committed to human rights,'" I want to say (not *I'm like*), "Where did she go, and is she really committed? Did she really mean what she said [not went]?"

"Language is the Rubicon that divides man from beast," declared the philologist Max Muller. The boundary between our species and the others on this planet that run and fly and creep and swim is the language line. To blur that line by replacing verbs of speaking with verbs of motion is to deny the very act that defines our kind.

I'm like it's totally uncool. ■

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

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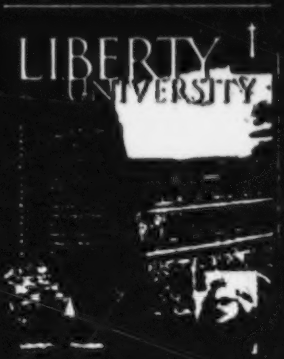

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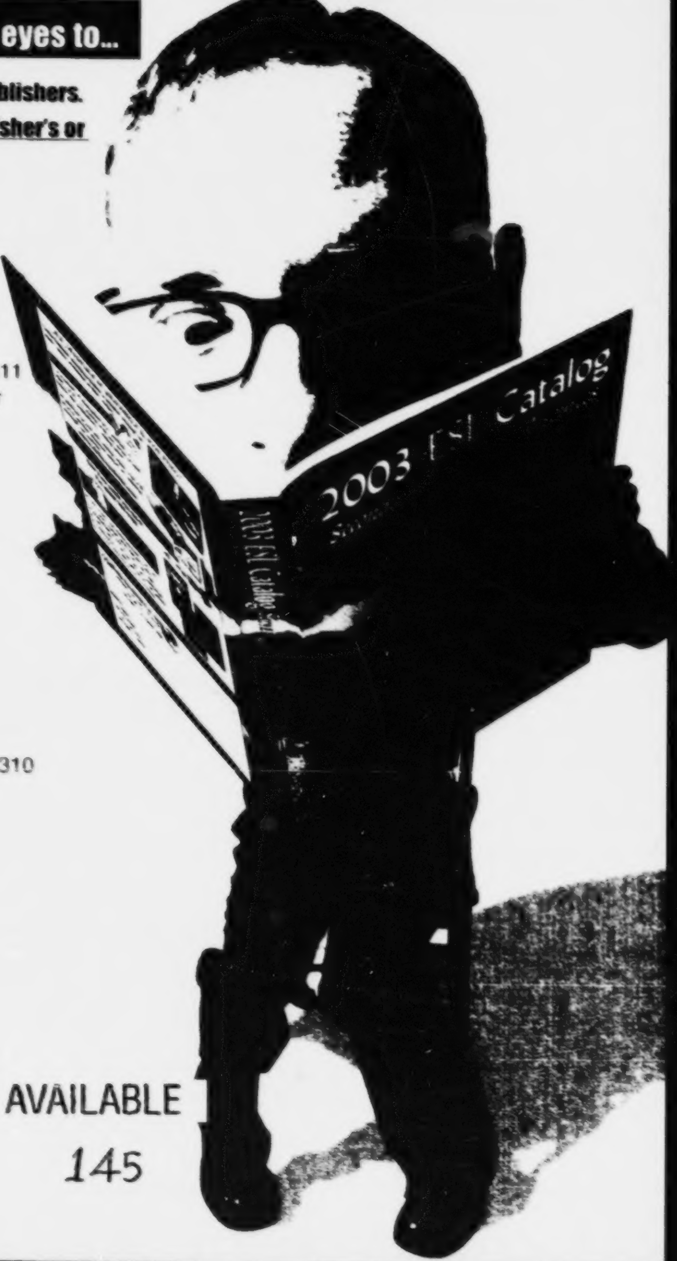

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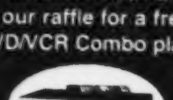

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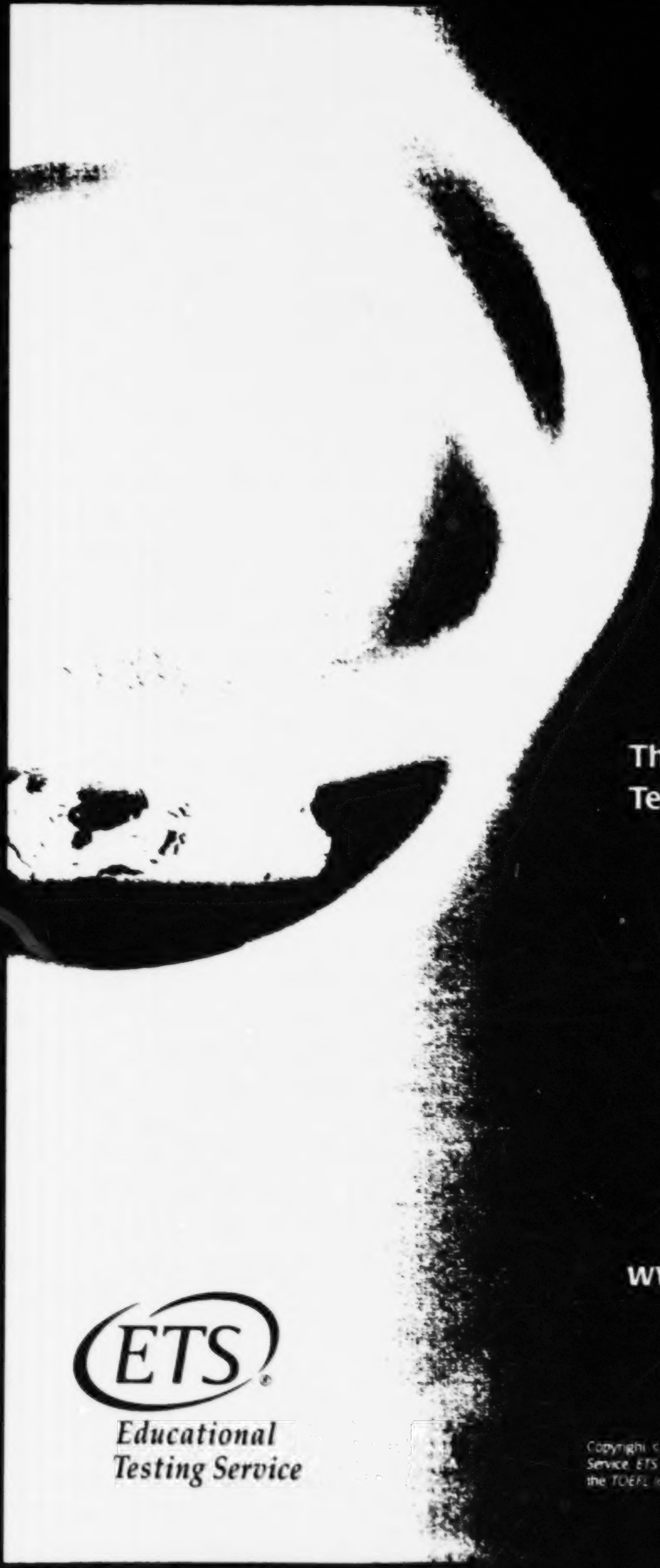

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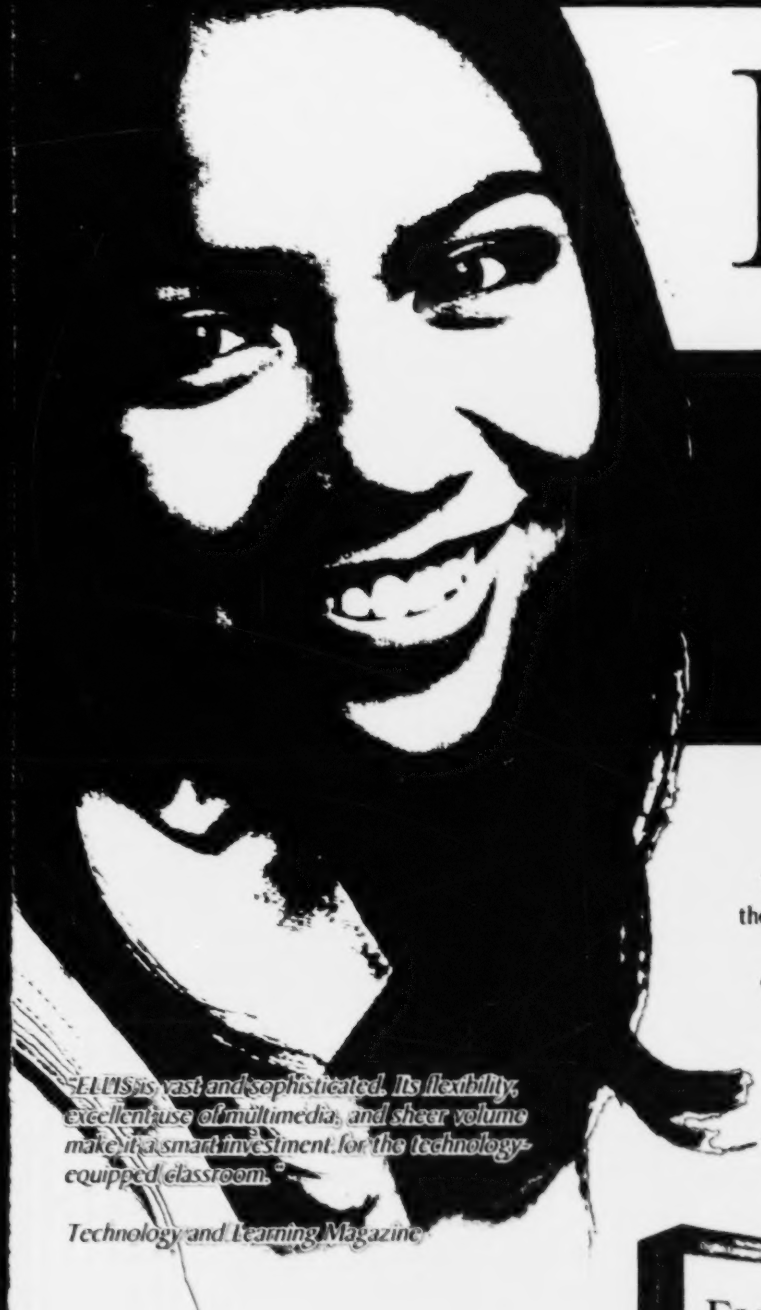

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ON THE COVER: A young learner reads during an English lesson. Photo: Bernd Klump.

MONEY TALKS

NOW THAT WAR in Iraq has started and looks likely to dominate the political scene for some time, the priority that is the education of the next generation of Americans is being overlooked. Even in the best case scenario of a short conflict without vast casualties and the complete devastation of Iraq, the cost of the war will be billions of dollars. But this will pale in comparison to the hundreds of billions of dollars that reconstruction of the country will cost. The effect of such spending will be economic hardship for all, apart from the hand-picked corporations that are lucky enough to land massive reconstruction contracts.

Everyone knows that investment in education pays off in the long term and that literacy in one or more languages is not only essential to economic prosperity, but a prerequisite for understanding an increasingly complex and volatile world. The only people who do not seem to realize that language education is more important than ever are legislators, or maybe they do, but find that they are constrained by other political exigencies. In any event, the net result is that budgets for language education, be it ESL or foreign languages, are not meeting the demand.

In this situation, complaining and harassing our representatives are unlikely to achieve any positive results, so it is time to start looking for alternative solutions.

It is clear that the business community recognizes the importance of a literate and language proficient workforce and community. Talk to the CEO of any forward thinking corporation and you will hear the same story–communication is vital to success. In order to communicate employees and customers must first be literate in the language of the corporation, which in America is usually English.

Most corporations also realize that customers need to be dealt with in their own language. This is not only the case with companies looking to do business outside the U.S. It is now imperative for companies without any international aspirations to trade multilingually if they are to compete for the rapidly growing minority language sectors within the country.

Enlisting the support of the business sector for ESL and foreign language training will not only result in direct grants and improved employment opportunities for linguists, it will make legislators sit up and listen.

The security and economic prosperity of this country depend on language competency and government listening to business, so we have to encourage business leaders to make this point on our behalf, on their behalf and on behalf of our children. ■

Daniel Ward, Executive Editor

Language *magazine*

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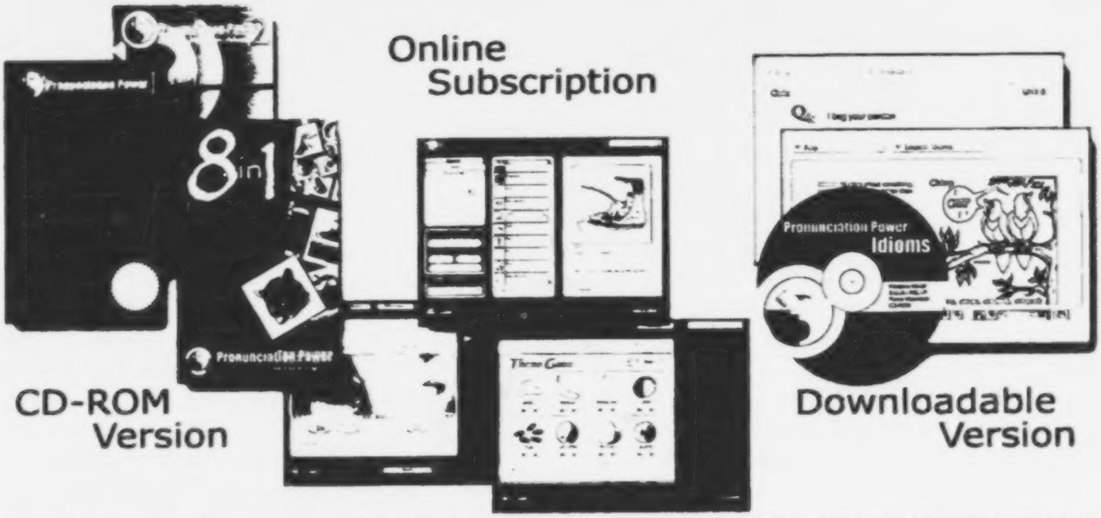

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LETTERS

Reversing the Backwards Approach to Language Learning

IN REGARDS TO Joanna Symes' letter on first language failures (*Language Magazine*, December 2002, p. 8). Although I agree that our nation's public education system drastically fails to teach "our first language in the right way," I respectfully disagree that this is the reason why Americans have a hard time learning a second language. Having studied other languages and being an ESL teacher as well as a trainer of ESL teachers, I have come to the conclusion we're all backwards.

When we were children we listened to the language for months before we ever spoke our first word. Then we spoke in single words or broken phrases. Next we finally learned to speak in full sentences then on to paragraphs and so on. Only after we mastered the spoken language did we begin to read and write. Finally after all of this did we learn parts of speech and why our sentence structure is the way it is.

Yet when you step into a second language class the first thing they hand you is a text book. They teach you reading, writing, parts of speech and sentence structure all before you can speak. This is backward from our natural way of learning language.

Until we change the way our teachers are being taught to teach second languages students en masse are never going to have great success.

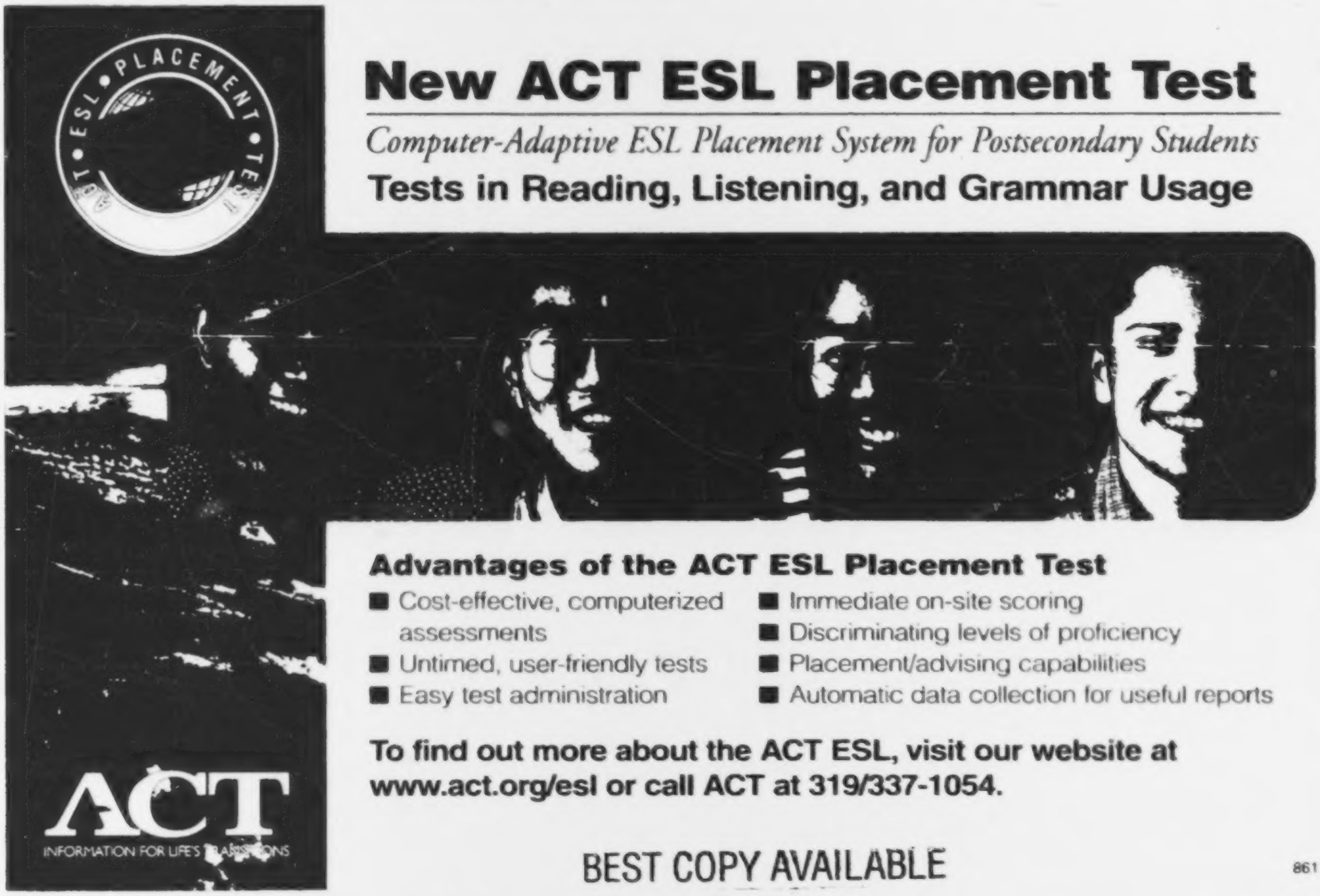
Tiffany Munn
Carrollton, Ga.

Cross-cultural Classroom Now More Important Than Ever Before

I BELIEVE NOW more than ever it is crucial to address educational—and more importantly communication—issues in our classrooms. I read Laraine Kaminsky and Virginia Taylor's article "Learning to Wonder" (*Language Magazine*, March 2003) at the TESOL Conference in Baltimore and found it to be a responsible and realistic look into a classroom such as mine.

The world in which we live right now with the war going on makes our lives stressful–but the time I get to spend with my students each day, communicating and educating, gives me hope for the future. Thanks again and keep up the good work. It's appreciated.

Beatrice Andrews
Tulsa, Oklahoma



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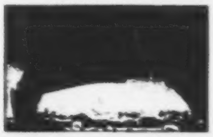

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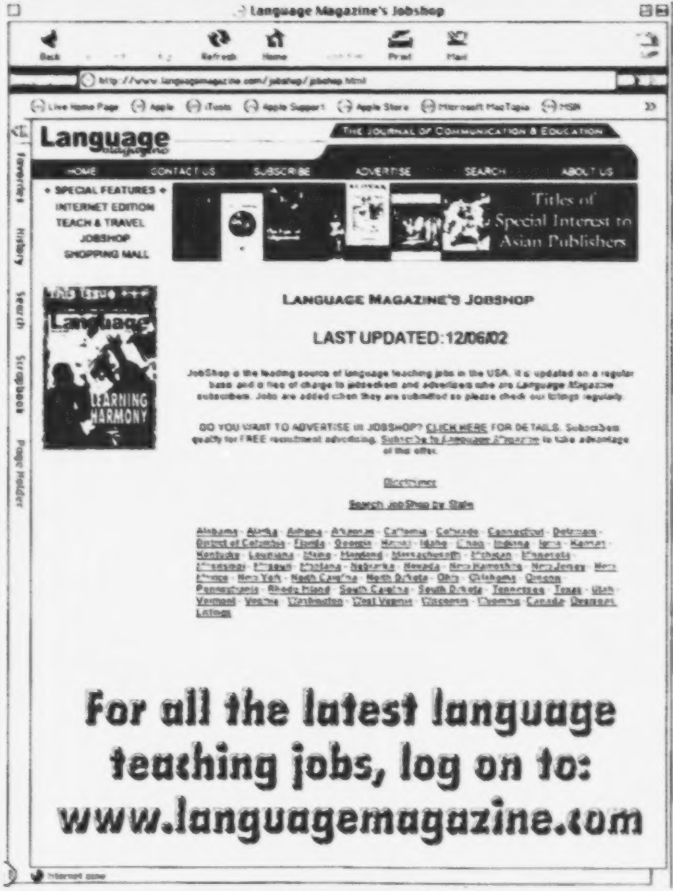
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From Teachers to Troops

MEMBERS OF THE Coalition Forces in the Persian Gulf have been taking courses in Arabic thanks to the language training and technology expertise of Steven Donahue, features editor of *Language Magazine*.

Donahue, who is also an instructor in the ESL and Foreign Languages department at Miami-Dade Community College in Florida, has created a special project for the U.S. government that teaches basic warfare, survival and medical phrases in Arabic to troops in the Middle East, using CD ROMS, books and a web site (http://www.stevendonahue.com) which includes on-line tests and other training tools in a variety of languages.

Many members of the armed forces have been taking basic language instruction in preparation for their tours of duty and have received a Language Survival Kit that includes an audio CD and a small book that fits in a hip pocket with about 400 phrases. But, there is no simple form of assessment to determine their capabilities. "The government sent Arabic scripts and audio files for soldiers to learn and that is what is being incorporated into the web," Donahue explained.

"The phrases are written in Arabic, with transliteration in our alphabet."

Donahue has also created a distance-learning program of Pashto and Dari for American personnel stationed in Afghanistan. The same model of instruction of core vocabulary and basic commands will be used for soldiers in Iraq.

Donahue created the software program based on his own innovative teaching techniques. In his ESOL classroom, he provides students with interactive telephone-based tests (using a toll-free number), as well as self-tests and dictionaries through the Internet and text-messaging cell phones.

"Originally the software was used to teach Pashto, the language of the Taliban, but it has now expanded to include Arabic, Farsi, French, Greek, Korean, Russian, Spanish and Turkish," said Donahue. ■

Funds for TN ESL

A RECORD 15,007 of Tennessee's students are enrolled in ESL programs this year - up 1,270 students from last year. Now 75% of the state's 138 districts have ESL programs, whereas in 1993-94, the state had 3,430 students in ESL programs in just 47% of the districts.

"We are one of the states with tremendous growth," said Carol Irwin, ESL coordinator for the state Department of Education. "It used to be only in the largest urban areas, but now we're seeing the largest impact in the rural communities. A district that has a sudden influx of brand new students has more needs."

Students with limited English skills who enter Tennessee schools will now find classrooms that are better equipped than ever to meet their needs.

This year, the state received more than $2.24 million in federal funding to help public schools meet the needs of students served in English as a Second Language, or ESL, programs.
In recent years, local districts have shouldered the cost of providing the required services, with limited help from state funding or grants.

"This is the first year for major funding. It should really improve services," said Irwin. "It should put more professional development in place, pay for materials and technology, and hire more tutors and translators."

Tennessee and other states with a steady influx of families from other countries are benefiting from a shift in the way federal ESL funds are allocated. National education officials used census data to determine how much each state would receive for this school year.

Of the $2.24 million in federal funds allocated to Tennessee this year, nearly $1.8 million went directly to school districts, $112,000 was pulled out for administrative costs and another 15% — or $336,000 — was awarded as grants to the school systems with the highest need. ■

Columnist Barry Bakin (left) hosted several electronic education sessions at the TESOL convention.

All Voices Heard at TESOL 2003

LAST MONTH'S THIRTY-SEVENTH annual TESOL (Teachers of English to Speakers of Other Languages) Convention in Baltimore was a success despite fears that the war in Iraq would inhibit attendance. *Language Magazine*'s booth in the center of the exhibit hall was inundated with visitors. We would like to take this opportunity to thank all of our existing subscribers who came to visit us and welcome all of the new subscribers who signed up in Baltimore.

The theme of this year's convention was "Hearing Every Voice", so it was appropriate that the opening plenary was delivered by Morris Dees, cofounder of the Southern Poverty Law Center in Alabama.

The general consensus was that Baltimore was a much better venue than 2002's Salt Lake City and 2001's St. Louis, because of its larger catchment area.

However, Dick Patchin, president of distributor Delta Systems, expressed his concern that although the number of LEP (limited English proficient) students has grown by over 100% in the last ten years, TESOL's membership figures have not reflected the enormous growth of the discipline. Bart Ecker, TESOL's new director of convention services, assured Patchin and fellow exhibitors that marketing initiatives would be put into operation to ensure that TESOL's membership and conference attendance grow with the profession. ■

Language Magazine executive editor Daniel Ward receives the California Association for Bilingual Education (CABE) Media and Communications Award for outstanding work in communication and education at their annual conference.

Legal Challenge to AZ Law

PARENTS OF two young children in Phoenix are suing a local school district, claiming it broke the law by denying their sons the right to learn in both Spanish and English.

According to attorney Thomas Berning, who is representing the parents, Alicia and Rene Alvarez, this suit will be the first of many aimed at dismantling Arizona's English Only law. "It's certainly my intention to challenge its constitutionality," said Berning, who works for the Morris Institute of Justice and who plans a more expansive suit in conjunction with several education and Latino groups.

The law, passed by voters in 2000, requires children who are limited English proficient to attend classes taught only in English. It allows parents to sign waivers to keep their children in bilingual classes if they so wish it.

The lawsuit asserts that the Isaac Elementary District granted waivers to the Alvarez children. But, according to the suit, district officials neglected to tell the parents that they could transfer their children to a school with bilingual classes. Once the children moved, the district did not notify the parents that their sons had been pulled from the program and placed into an English-only class. The suit claims the neglect hurt the boys' academic progress and that it represents a pattern of illegal behavior in the district.

"It's my belief that the district is following state law," said Superintendent Paul Hanley who is named as a defendant in the suit. ■

Hawaii Language Program Gains Grant

Mokolua Island, Hawaii.

THE UNIVERSITY OF HAWAII has received a $1 million grant from the National Security Education Program to help increase the number of students with advanced levels of proficiency in languages critical to national security.

The grant will support a three-year pilot project administered jointly by UH's Second Language Studies Department and the East Asian Languages and Literatures Department that will create a national flagship program in Korean language instruction. Students will take between 18 months and two years to complete the course.

"They will have professional competence in the language," said Michael Long, professor in second language studies.

Moneys also will be used to fund overseas internships. In two years, Long said, the departments hope to include Chinese and Japanese language instruction in the program. According to U.S. Rep. Ed Case, "The federal government has made it a priority to build on the university's strong program to educate a work force with the advanced professional expertise to communicate and understand the languages and cultures of world regions critical to national security."

Long said Korean language instruction is scheduled to start in the fall. ■

Officials Claim "Gains" in Proficiency For CA ELLs

ACCORDING TO FIGURES released last month by state education officials in California, the number of English language learners (ELLs) achieving proficiency in a state exam has nearly tripled from 2001 to 2002.

Of the 862,004 students who took the California English Language Development Test (CELDT) for two consecutive years, 32 percent scored at the early advanced or advanced level in 2002, compared with 11 percent the year before. Between July and October 2002, the CELDT was given to almost 1.3 million California students in grades K-12 whose primary language is not English. ELLs account for one in four students in state public schools.

Superintendent of Public Instruction, Jack O'Connell, hailed the figures saying, "California stepped up as the first state in the nation to require the use of one state test to identify and monitor English proficiency, and the results are extremely encouraging. Significant progress toward English proficiency is being made at every grade level," he claimed.

"We still have a way to go to elevate all our English Learners to this level, but we certainly are heartened by these latest results," added O'Connell.

Of the 2002 test-takers, 34 percent scored at early advanced or advanced levels, which means, say officials, that they are able to understand their classwork and communicate in English; 56 percent scored at the early intermediate or intermediate level; and 10 percent scored at the beginning level.

The exam was first introduced in 2001 and problems have been reported as some districts encountered discrepancies between their local Listening/Speaking test results and the official scores supplied by the test publisher. These discrepancies have been linked to site errors regarding the implementation of the Listening/Speaking exemption. Under state law, English learners must take the test annually until they are reclassified as Fluent English Proficient. Kindergarten and first-grade students are tested on listening and speaking skills, and students in grades 2 through 12 are tested on listening, speaking, reading and writing skills.

While 34 percent of English learners showed proficiency in the CELDT, only 8 percent were reclassified as English-proficient last year, according to state education officials, who said that passing the CELDT is the first step toward being reclassified as fluent in English. Since CELDT results start off the reclassification process, it could take up to one year for eligible students to be reclassified, O'Connell said.

[Turn to p.19 of this issue to read an article by Maria S. Quezada which discusses the interpretation of the CELDT scores.]

The Texas State Capitol Building in Austin.

TX Bill Addresses Language Bias

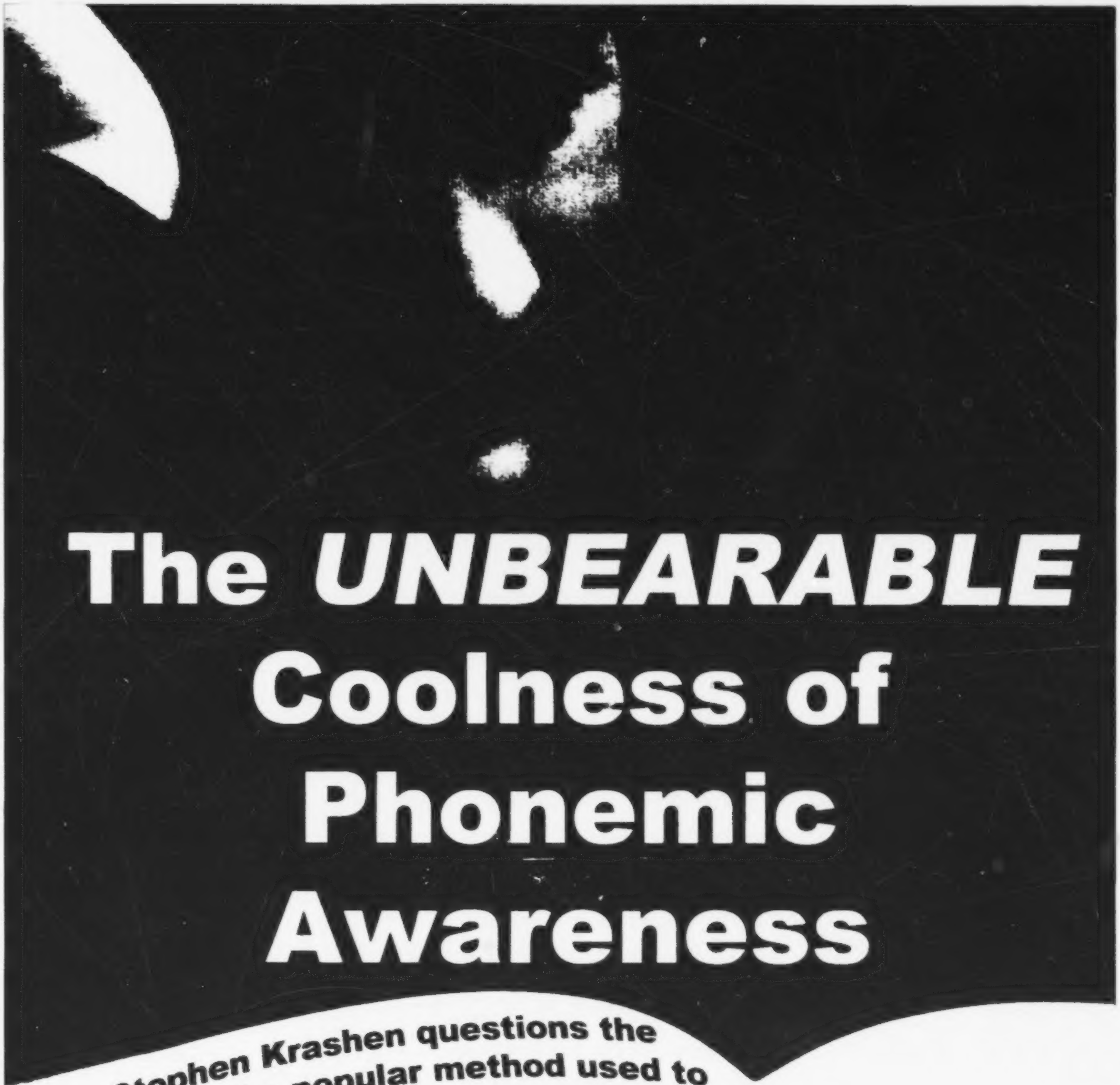
AN EMPLOYER WHO requires a bilingual worker to speak only English while working would be guilty of employment discrimination under legislation proposed by Rep. Norma Chavez, D-El Paso.

HB 3379 would amend the Texas Labor Code to provide that "an employer commits an unlawful employment practice if the employer requires an employee who is bilingual or multilingual to speak only the English language while at the workplace."

The legislation would allow an employer to require that an employee "speak the English language while the employee is dealing with customers, members of the public, or other persons who understand only the English language."

If use of the English language is a "bona fide occupational qualification reasonably necessary for the performance of a position of employment," an employer wouldn't be committing an unlawful employment practice by hiring and employing a person on the basis of the person's ability to use the English language, according to the bill.

If passed by the Legislature, the bill would take effect immediately if it receives a vote of two-thirds of all the members elected to each house. Otherwise the legislation would take effect on Sept. 1.



The *UNBEARABLE* Coolness of Phonemic Awareness

Stephen Krashen questions the value of a popular method used to teach young children how to read

Phonemic awareness (PA) now seems to be everywhere: There has been a sudden birth of a PA industry, with tests, materials, and consultants, and PA now dominates the research agenda of many literacy scholars. Teachers who had never heard of phonemic awareness until a few years ago are now being told that PA is absolutely necessary, that children must receive PA training in order to learn to read. What is PA and why is it so unbearably cool?

Phonemic awareness is an aural ability, the ability to divide a word into its component sounds. The idea that PA is necessary in order to learn to read makes perfect

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sense according to one view, the view that learning to read is the ability to read words out of context, isolated from texts. In order to read words out of context, it is assumed that one needs to first consciously master the rules for sound-spelling correspondences, or phonics. PA, it is argued, is the foundation skill for phonics. As Yatvin (2003) has pointed out, those in control of reading policy today assume the correctness of this view. For them, it is not a hypothesis but an axiom. PA training is usually done with very young children (kindergarten age and younger), and consists of activities in which children divide words into their sounds (segmentation) and combine sounds into words (blending). These activities are supplemented by the use of stories in which certain sounds are emphasized and songs in which certain sounds are repeated (see e.g. Yopp, 1992, 1995 for examples).

The Impact of PA Training on Reading Comprehension

Studies consistently show that children trained on PA show clear gains on tests of PA. There is little evidence, however, that PA training has much impact on reading comprehension. I recently reviewed this research in Krashen (2001a). The most amazing result was that I was only able to find six published studies (11 comparisons) comparing children trained in PA with children not trained in PA where the measure used was reading comprehension. Of the six studies, only three were done with children learning to read in English. Overall, the effect of PA training on reading comprehension was quite low, and in three studies it had no effect at all. I found only one study in which the impact of PA training was consistently strong and statistically significant, a study of 15 children learning to read in Hebrew in Israel (Kozminsky and Kozminsky, 1995).[1]

Learning to Read without PA

The weak impact of PA training on tests of reading comprehension casts serious doubt on the claim that PA training helps children learn to read. There is also reason to doubt the claim that PA, whether developed through training or developed without formal training, helps children learn to read. There are many recorded cases of children with low and even no PA learning to read. Bradley and Bryant (1985) reported that of a group of 316 children, 25 performed especially poorly on a test of PA (one standard deviation below their expected score, based on a test of verbal skills) at ages four and

Illustration: Richard Ward

"The weak impact of PA training on tests of reading comprehension casts serious doubt on the claim that PA training helps children learn to read."

five. Of these, only seven turned out to be poor readers (scoring one standard deviation below their expected reading score, based on IQ) three years later. Thus, 72% of those with low PA were not delayed in learning to read. Stuart-Hamilton (1986) found that 20 five year old children who demonstrated zero phonemic awareness performed adequately on a word identification task, and were judged by their teachers to be making near-normal progress in learning to read. (For other studies, see Krashen, 2001b).

Also, some adults who are excellent readers do very poorly on tests of PA. R.E. (Campbell and Butterworth, 1985) graduated London University with second-class honors in psychology and performed above average on standardized tests of reading. She had great difficulty in reading nonsense words, and while she knew the names of all the letters, she had difficulty making the sounds corresponding to the letters. She also performed poorly on tests of phonemic awareness and phonemic segmentation, using orthographic instead of phonological strategies (for example, when counting the number of sounds in a word, she was influenced by the number of letters). Campbell and Butterworth conclude that "Since R.E.'s word reading and spelling are good, strong claims based on the necessity of a relationship between phonemic segmentation and manipulation skills, on the one hand, and the development of skilled reading and

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writing, on the other, must be weakened" (p. 460). Additional studies of this kind are discussed in Krashen (2001b).

How is PA Developed?

The best hypothesis is that PA is not the cause of reading: Rather, the development of PA beyond the most basic levels is the result of reading. This conclusion is consistent with studies showing low levels of PA among adult illiterates (Morais, Bertelson, Cary and Algeria, 1986, Lukatela, Carello, Shankweiler, and Liberman, 1995). Evidence suggesting that reading experience alone, and not phonics instruction, may be the cause of PA comes from Foorman, Jenkins, and Francis (1993), who reported no difference in growth in PA during grade one between classes with more or less direct teaching of letter-sound correspondences, and Murray, Stahl, and and Ivey (1996), in which gains in PA were seen from storybook reading alone. Neuman (1999) presents evidence suggesting that readalouds contribute to the development of PA.

"Recent evidence strongly suggests that PA training is boring. If positive emotions enhance learning, and negative emotions hinder learning (Coles, 1998), this is a cause for concern."

I have informal evidence to add to this: I have asked a number of people to perform the classic PA task of stripping the initial sound from the word "pit," and pronouncing what is left over. Of course, everybody gets this right with no problem. Then I ask them to do the same with "split." After some hesitation, most people get it right. I then ask them how they did it. Universally, people report that they spelled the word in their mind's eye, removed the /p/ sound, and then read and pronounced the remainder. This confirms that the ability to do complex PA activities is dependent on the ability to read.

If PA is the result of reading, not the cause, the only deficit readers such as R.E. have is that reading has not resulted in substantial development of "skills" such as PA. Such readers may simply have problems in dealing with nonsense.

PA Training is Boring

Recent evidence strongly suggests that PA training is boring. If positive emotions

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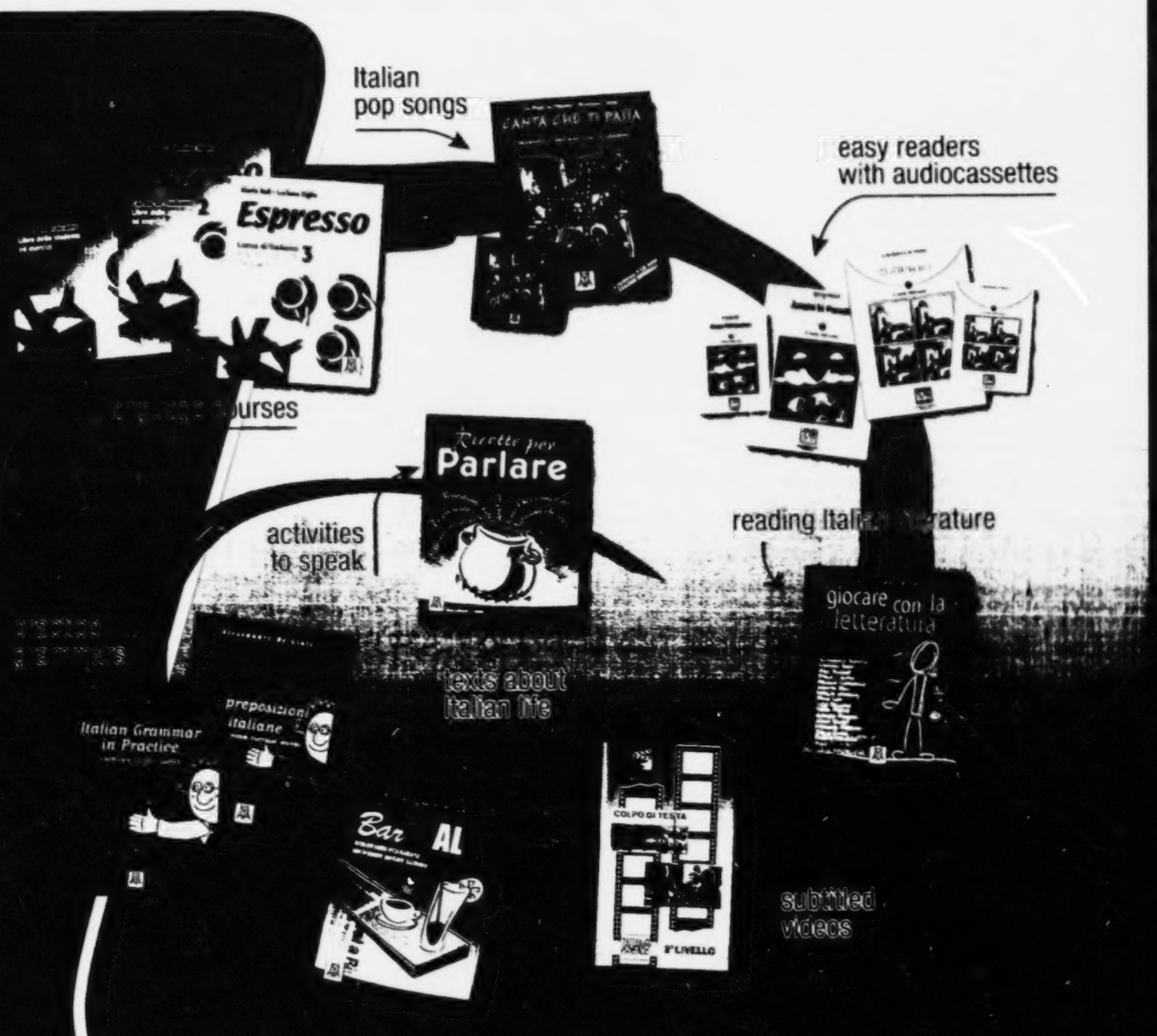
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"Those who believe in skill-building find PA training irresistible, but there is little evidence that it is necessary or even helpful in teaching children to read. A review of the research provides little evidence that PA training has an impact on reading comprehension."

enhance learning, and negative emotions hinder learning (Coles, 1998), this is a cause for concern.

Castiglioni-Spalten and Ehri (2003) compared the effects of regular PA segmentation training ("ear treatment") and PA segmentation training that included instruction in articulatory gestures ("mouth treatment"). The control group had no special treatment. Castiglioni-Spalten and Ehri reported no difference among the two PA groups on segmentation tests and spelling, although both groups were better than the group that got no training, a familiar result: As noted earlier, PA training results in improved performance on tests of PA (but not necessarily reading).

Of interest here is the children's reactions to the training: In the pilot study, the experimenter recorded "several off-task and resistance behaviors committed by students: refusing to use the mirror (during articulation training); leaving their seats without permission; playing with blocks by building a tower, house, or train; throwing the blocks on the floor; talking about extraneous topics; interacting with others in the room; and expressing reluctance to finish the instruction" (p. 36). In the actual study, the experimenter had a "procedure for curbing such behaviors. When one occurred, she reminded students that she would be reporting back to their teacher about how well they did and surely they wanted a good report. In addition, a screen was positioned to isolate children from distractions in the room" (p. 36).

During the actual study, "the experimenter recorded instances of off-task and resistance behaviors ... However, students rarely committed such behaviors more than twice because the experimenter discouraged them" (p. 43). Castiglioni-Spalten and Ehri reported there was more disruption for the "ear" condition than the "mouth" condition but do not provide details, only the incredible statistic that 87% of the children in the ear condition "exhibited at least one of these behaviors such as playing with blocks by building a tower, house, or train" (p. 43).

The training sessions lasted only between 20 and 30 minutes, and there were only "three to six" of them. Despite the short treatments, these children were clearly bored.

Summary

Those who believe in skill-building find PA training irresistible, but there is little evidence that it is necessary or even helpful in teaching children to read. A review of the research provides little evidence that PA training has an impact on reading comprehension, and many children with low or zero PA appear to succeed in learning to read. PA appears to be a result of learning to read, not a cause. These results shed doubt on the position that children first need to master PA, then phonics, and then words in isolation.

Finally, although PA research may be unbearably cool for some researchers and policy makers, the results of at least one study suggest that PA training is unbearably boring for many children.

Note:

(1) For the statistically minded, the average effect size for PA training on reading comprehension was a modest .32, both according to my calculations as well as those of the National Reading Panel (2000). Members of the panel reacted to my claims of the limits of PA training in Ehri, Shanahan, and Nunes (2002). Ehri et. al. provided no additional studies, supporting my claim that few exist. In response to the finding that only three studies used English speaking subjects, Ehri et. al. reported that for the studies involving English-speaking subjects, the average effect size was .28, which they note falls short of statistical significance. They conclude that this "supports Krashen's claim" but add that "more comparisons would yield a firmer conclusion" (p. 129). Of course I agree. ■

Stephen Krashen is a professor of Education at the University of Southern California, Los Angeles. Dr. Krashen is the author of more than 250 articles and books in the fields of bilingual education, neurolinguistics, second language acquisition and literacy.

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Are Students Learning English???

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alk- Thank You

María S. Quezada examines how test scores in California can be misleading.

Absolutely! Although a controversial issue, it is a verified, well-researched fact that students in all types of programs learn English. The controversy, however, heats up when you attempt to discuss the variety of ways they do learn English, a program's instructional goals, and the academic outcomes of the full range of programs available for English Learners. The real question, however, is whether they learn English and if they are falling far behind their peers in academic subjects.

Unfortunately, until two years ago, California did not have a standard, consistent measure of English proficiency, and it was impossible to really show that English Learners were learning English. Thanks to the advocates for English learners, such a measure was finally realized when in 1997 the California Association for Bilingual Education and coalition members in other advocacy organizations worked with Assembly Member (now Senator) Martha Escutia, whose district is in the Los Angeles area, on Assembly Bill 748. This bill was later expanded and refined by Senate Bill 638 authored by Senator Dede Alpert (CDE, 2003). These measures sought to put into place mechanisms to ensure that students would, first of all, have quality English Language Development programs and instruction through the formulation of state adopted English Language Development (ELD) Standards and secondly, have a statewide assessment to measure their progress in learning English. It was the hope

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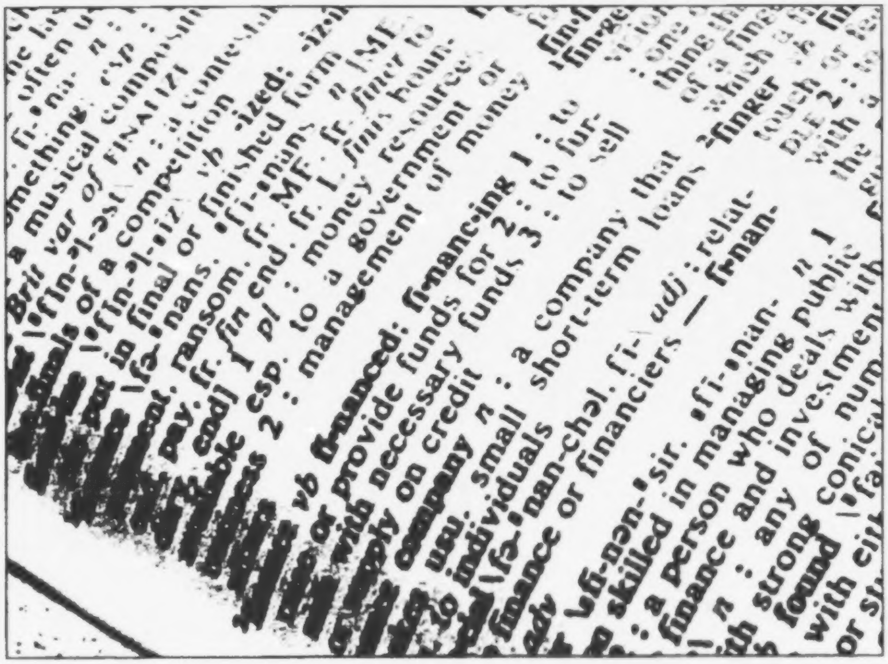

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of everyone involved that by implementing the strategies outlined in the legislation at the local district/school level everyone would finally be able to answer the age old question, "Are they learning English?"

How do we know that English Learners are learning English?

The California English Language Development Test (CELDT), instituted by Assembly Bill 748, determines the English language level of students with other language backgrounds in kindergarten through grade 12. The CELDT covers listening and speaking skills for K-1 and for grades 2-12 it covers four skill areas: listening, speaking, reading and writing. It also assesses yearly progress in a reliable and valid fashion, so that an evaluation can be made about the effectiveness of the English Language Development instruction available to English Learners in the different instructional programs. Furthermore, school districts give this test annually to identified English Learners until these students reach a level of English that is comparable to that of native English proficient students. At this point, students are "reclassified" as fluent English proficient (RFEP) and no longer need to receive special English Language Development instruction.

During the 2002-2003 school year the CELDT test was administered for the second time and results released to the public on March 25, 2003. Like in so many other instances, the "bilingual debate" once again resurfaced. In newspaper articles those opposed to alternative bilingual programs immediately compared program "results" and the alleged superiority of one approach against the other. The CELDT results, as reported by the media, gave the majority of the credit for the increase in the number of students at the higher levels of English to the overall success of Proposition 227 and English-only programs. This, at best, is erroneous and at worst serves only to politicize and further divide not only the educational community, but the wider community as well. Dr. Jill Kerper Mora, from San Diego State University's College of Education and an expert in the relationship between language proficiency and effective programs of instruction, reports that, "The second year of administration of the CELDT does not provide an accurate basis for comparing programs of instruction, nor do the statistics mentioned in the newspaper articles support the conclusion that students in one program are learning English faster than students in other programs."

Lets' look closer at this last statement. As can be noted from the tables that follow, all English Learners in California are learning English, regardless of the instructional program. Table 1 reports the overall proficiency obtained by all English Learners in 2002 and compares it to the results obtained in 2001.

As Table 1 illustrates, 8% of English Learners who took the test are at the beginning level in 2002 while 19% of these students were at the beginning level in 2001. In the higher levels of English proficiency 10% of the students were in early advanced in 2001 and now 24% of them are at the early advanced category in 2002. Notice that in the intermediate level there was minimal change from 2001 to 2002. This has to do more with the fact that learning English is a developmental process that takes time and cannot be achieved in one year, as promoters of an English-only approach would have you believe. According to Mary Hernandez, an attorney for the Multicultural Education

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Table 1: Number and Percent of English Learners' Overall Proficiency on the California English Language Development Test (CELDT)

Overall Proficiency	2001		2002		Change	
	#	%	#	%	#	%
Advanced	10,267	1	72,866	8	62,599	7
Early Advanced	82,671	10	202,721	24	120,050	14
Intermediate	352,426	41	340,708	40	-11,718	-1
Early Intermediate	257,137	30	178,338	21	-78,799	-9
Beginning	159,503	19	67,371	8	-92,132	-11
Total	862,004	100	862,004	100		

Table 2: Number and Percent of English Learners-Bilingual Overall Proficiency on the California English Language Development Test

Overall Proficiency	2001		2002		Change	
	#	%	#	%	#	%
Advanced	349	0	3,701	4	3,352	4
Early Advanced	2,260	3	10,239	12	7,979	9
Intermediate	18,891	21	27,975	32	9,084	11
Early Intermediate	30,192	34	29,093	33	-1,099	-1
Beginning	36,189	41	16,873	19	-19,316	-22
Total	87,881	100	87,881	100		

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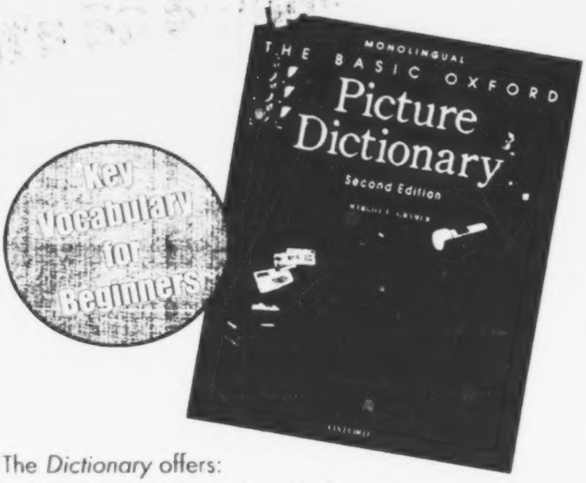

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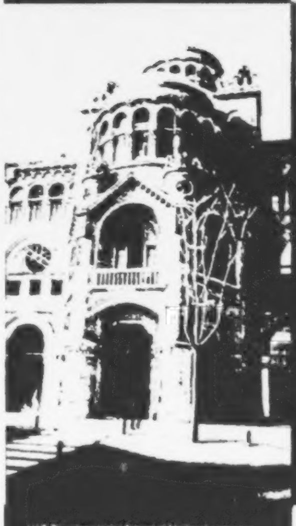

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and Training Advocates, Inc. (META) "The CELDT results confirm what research tells us. That is, acquisition of academic English happens over a period of many years. It is not a one year, six months or three week process." There are still many students classified as "English learners" because a student's English language level is but one criterion for full English proficiency. Students must also be able to achieve academically in other content areas of the curriculum as well.

What is a little known factor, however, are the baseline levels of students participating in the different educational programs when they first enroll in school. Students who are actually enrolled in a bilingual program or an "English-only" program are in these different programs in part because of their language proficiency. Usually parents select alternative bilingual programs for those students who have a lower proficiency level in English so they can access the entire curriculum as they learn English. These students usually lack basic English language skills and for them, instruction in an English-only program would be a meaningless experience. It stands to reason, therefore, that we cannot conclude that because of their participation in a bilingual program they have a lower English proficiency level, and that students in bilingual programs are not in fact, increasing their English at the same rate as students in English-only programs

Table 3: Santa Ana Unified School District-Bilingual Program Overall Proficiency on the California English Language Development Test

Overall Proficiency	2001		2002		Change	
	#	%	#	%	#	%
Advanced	3	0	71	2	67	2
Early Advanced	14	0	239	7	225	7
Intermediate	458	13	1.003	29	545	16
Early Intermediate	1,292	37	1,429	41	137	4
Beginning	1,746	50	771	22	-975	28
Total	3,513	100	3.513	100		

Table 2 illustrates that students in bilingual programs also are learning English and a larger percentage of them left the beginning English stage (41% were at the beginning level in 2001 and now only 19% are at the beginning level in 2002). There was little change at the early intermediate stage, and there was a 9% change at the early advanced stage. Since a larger majority of students in bilingual programs are at the beginning level, a 22% change in the number of students at this level is significant, illustrating that students in bilingual programs are also learning English at similar rates than English only programs. It is important to once again note that this is the only type of "comparison" that can be made with the results of the CELDT.

Mora (2003) informs us that, "in the 2001 reports of disaggregated data by program and English proficiency level, the percentage of English Learners at the beginner level on the CELDT in bilingual programs ranged from 32.9% in the 12th grade to a maximum of 70.9% in 9th grade and around 50% in grades K-5 as compared to a maximum of 32.8% at the beginner CELDT level among English Learners in English-only programs. Therefore, these "comparisons" [made in the popular media] mask the vast differences in "starting points" for the runners in the race to "early advanced" and "advanced" levels on the test."

An example of this is found in the results of students in the bilingual program at the Santa Ana Unified School District (see Table 3) where 50% of the students tested in 2001 were at the beginning level, while results in 2002 show that of those tested in 2001 only 22% remain at the beginning level a 28% change in the number of students at the beginning level in a district that has maintained their bilingual programs. This is yet another example that all English Learners are learning English, and it would be erroneous to state that these results indicate superiority of any one program.

Finally, these CELDT results simply tell us how children are faring in developing proficiency in English. They do not reveal whether children are mastering or falling behind in other academic subject matter while they learn English. What we have been finding, unfortunately, is that English Learners are all too often being held back a grade for failing to meet grade level standards in other core academic areas as measured by tests given in English. Hernandez (2003) provides us with an example of this when she reviewed the "Annual Assessments" information. This information shows how many kindergartners were retained in each district. There are "initial results" for students who are taking the CELDT for the first time and "annual results" for all students who have taken it twice. She goes on to state that, "It is safe to say that the "annual" results should show

zero kindergarten English Learners tested because all of those students should be listed only in the "initial results" category. Only students repeating kindergarten would have a score on the CELDT in the "annual results" category. Based on that, in looking at kindergarten scores for various districts there are some districts with higher incidences of retention and are above the statewide retention figure for kindergarten. This is of great concern. What are kids losing in the name of 'learning English'?"

Another important factor to review is how English Learners in a district perform after they are reclassified to fluent English proficient. In districts with good programs, Reclassified English Learners (RFEP) outperform their English-speaking peers. Yet in other districts, for example Oceanside, who scrapped all of their bilingual programs, the majority of reclassified students were below grade level.

> "Learners are all too often being held back a grade for failing to meet grade level standards in other core academic areas as measured by tests given in English."

In conclusion, the answer to the question, "Are they learning English?" is a resounding yes! Are they doing it because of their participation in all English instruction? No—there are too many interrelated and complex factors to consider along with many more accountability measures in place (English Language Development Standards, professional development for teachers, etc.). Additionally, there is a more concerted effort to improve English Language Development instruction, even with the lack of appropriate state adopted instructional materials.

Therefore, we can conclude that using the results of the CELDT as a way to evaluate different instructional programs is flawed thinking. CELDT results do not provide us with valid program information because students in all types of programs are making progress in English. The rate of success and academic achievement for English Learners, however, still lags behind their English-only peers, and in a state where 25% of the students have another language background, we must continually work to ensure that these students also have an opportunity to not only learn English but to be successful in school and reach their full potential. California's future depends on it. ■

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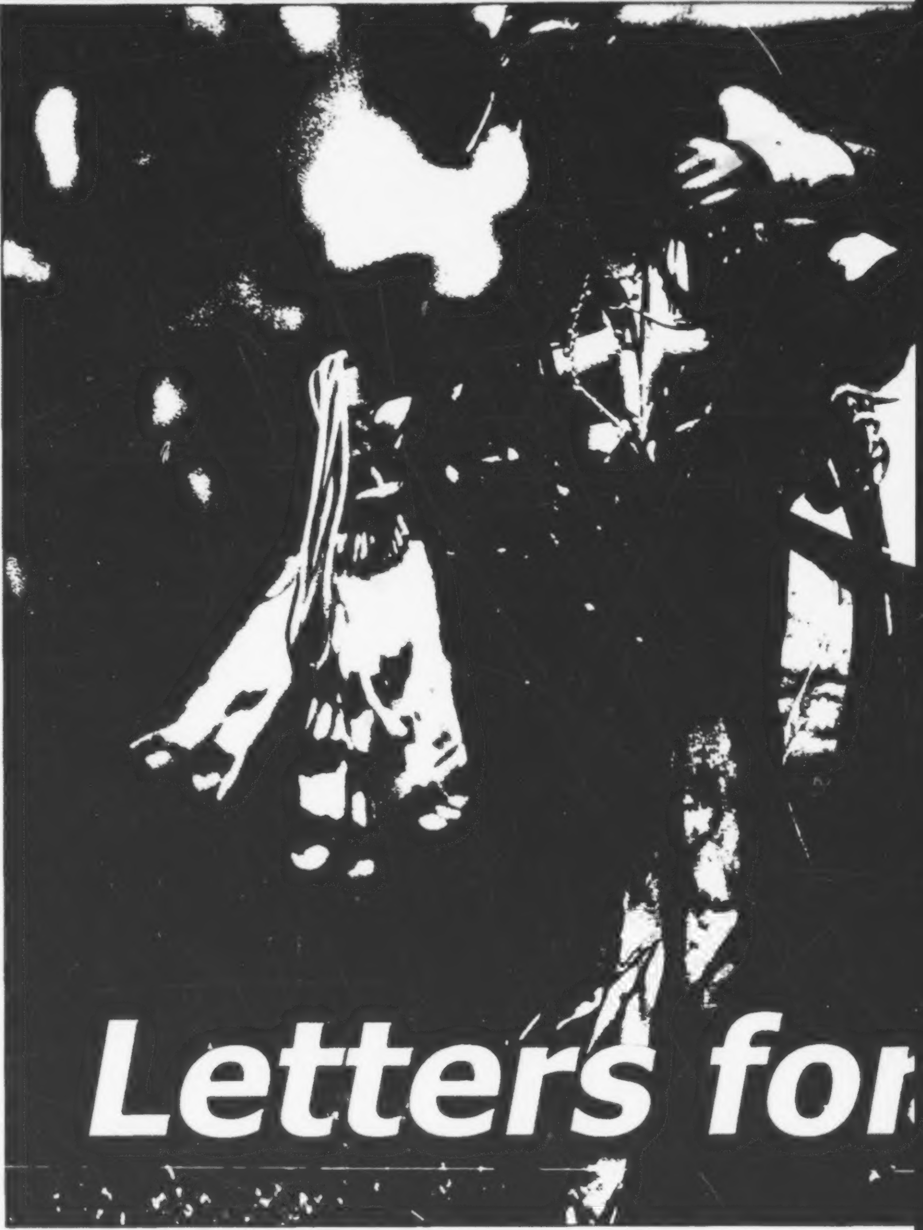


Letters for

David Kaufman describes the life and achievements of Sequoyah—the man who created a writing system for the Cherokee language

Born some time between 1770 and 1780 to a Cherokee woman, Wurteh, and a white shopkeeper, Nathaniel Gist, Sequoyah was raised in a small cabin located near the original Cherokee capital of Echota near Tuskigi, now part of Tennessee. At the time, the Cherokees still existed as an independent nation, coexisting with the British colonies with whom they had negotiated trade agreements.

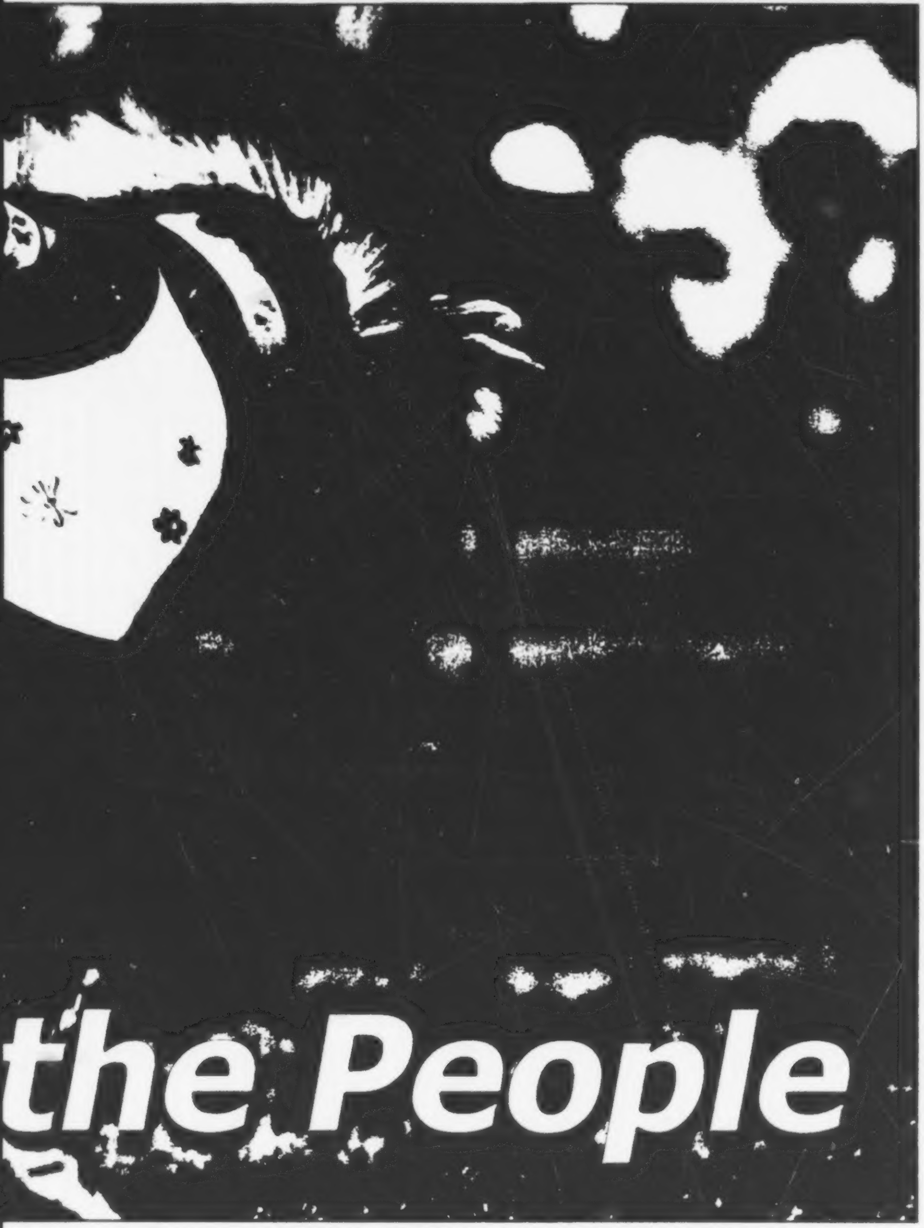
Sequoyah fled Tennessee as a youth because of the encroachment of white settlers on Cherokee territory. He moved to Georgia, where he learned to be a blacksmith and also became an accomplished silversmith. One day, a buyer of one of Sequoyah's works suggested that he sign it like the white silversmiths were doing. Sequoyah did not know how to write, so he sought the aid of a wealthy farmer who taught him to write his name in English. Sequoyah was monolingual in the Cherokee (Tsalagi) language (although he learned some English much later in life) but he was intrigued by the white man's ability to symbolize spoken words on paper. He realized this ability gave the whites a powerful advantage over the Indians who had no system of writing. The Aztecs and Maya had previously developed ideographic forms of writing on stone, and other tribes such as the Delaware and Chippewa kept records via stone, wood, leather, or beads. But access to these written codes was strictly limited to only a few tribal members who knew the code and could interpret its meaning. These codes served only as aids to memory, a method of documenting history, but they did not serve the needs of daily communication as do modern alphabets. Sequoyah knew that, with a system of writing, one did not have to rely on memory.

Sequoyah dedicated himself to working on a written system to represent spoken Tsalagi. He became so obsessed and focused on completing this task that he isolated himself for long periods of time. Eventually, Sequoyah decided to leave his wife and children and moved alone to Arkansas, where he remarried and had a daughter.

After years of ceaseless determination and effort, Sequoyah finally showed his syllabary to his cousin, George Lowrey. Word soon spread of Sequoyah's intellectual feat: a syllabary of 86 (later reduced to 85) written symbols representing all the possible syllabic sound combinations of Tsalagi. Sequoyah and his daughter, Ahyokah, were granted a meeting with the Cherokee tribal council. He impressed the council by exchanging written messages with his daughter in the new syllabary. In 1821, twelve years after his original idea, the Cherokee Nation adopted Sequoyah's syllabary to represent the Tsalagi language in writing. Tsalagi became the first known written Native American language. In 1825, the U.S. government presented Sequoyah with a medal in honor of this historic feat.

Sequoyah's original syllabary was later modified, with the collaboration of Sequoyah himself, by Dr. Samuel A. Worcester, who developed a font for printing purposes. Worcester translated and printed prayers, hymns, and the New Testament into Tsalagi while continuing his work as a missionary doctor. Within months, thousands of Cherokees became literate, writing letters and sending messages to each other. In Arkansas, the first Native American newspaper, the *Cherokee Phoenix*, was published in both Tsalagi and English.

Sequoyah became involved in tribal



the People

politics. He wanted both divisions of the Cherokees, Western and Eastern, to reunite as one tribe. Sequoyah also visited Washington, D.C. on behalf of the Cherokees to discuss the government's plan to move the Cherokees and other eastern tribes from their original homelands west to Oklahoma. It was on this trip that the only known portrait of Sequoyah was painted.

After the forced western migration during the presidency of Andrew Jackson, Sequoyah became president of the Western Cherokees. He and his cousin Lowrey, who was president of the Eastern Cherokees, were pivotal in the reunification of these formerly warring tribal factions. Some Cherokee dissenters, however, were thought to have fled to Mexico. Sequoyah decided to travel there to try to coax these lost members into the newly reunified Cherokee Nation hoping to identify them by cross-referencing languages. However, he became ill en route and died near San Fernando, Mexico in 1843. Friends and one of his sons buried Sequoyah's body near a river, but they were later unable to locate his grave because flooding had altered the course of the river and destroyed physical landmarks.

Perhaps the greatest honor to Sequoyah's life was the message received by the Cherokee Nation, written in the syllabary, reporting his death. He was also posthumously honored by the naming of a large species of conifer tree after him: the Giant Sequoia (sequoiadendron giganteum) growing in the Sierra Nevada mountains of California.

THE SYLLABARY

While an alphabet generally represents each spoken sound in a language with a symbol, a syllabary contains a symbol representing each possible combination of sounds that can form a syllable in a language, as in the Japanese kana system. For example, while in English *g* and *a* are separate symbols representing separate sounds, in Tsalagi *ga* is represented as one sound by one symbol; similarly *ge, gi, go,* and *gu* are syllables represented by separate symbols in the syllabary (that is, all the possible vowel combinations with g are represented by different symbols).

> "Sequoyah had his friends and family repeat words until he could break them down into their simplest component sound combinations."

Initially, Sequoyah thought of creating separate ideographic symbols for every word in the language, like Chinese ideographs, but he soon realized that this task would involve thousands of symbols and would be too overwhelming. Instead, Sequoyah worked on creating a system of symbols which represented each possible spoken syllable combination in the language. Sequoyah had his friends and family repeat words until he could break them down into their simplest component sound combinations. Sequoyah originally had over 200 symbols in his syllabary, but eventually he narrowed it down to the present 85.

This system worked well for Tsalagi, since it is a language based on a spoken system of syllables containing vowel, consonant, or consonant-vowel combinations. Every syllable, with the exception of s, ends in a vowel sound. For example:

- *utana tlukv* "big tree" is divided *u-ta-na tlu-kv*
  and *gal'stayvhvsga* "I am eating"
  is divided *ga-l'-s-ta-yv-hv-s-ga*

with a symbol representing each of these separate syllables.

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Sequoyah is said to have been acquainted with the Roman, Greek, and Hebrew alphabets, but he did not employ these symbols into his original syllabary. However, upon consultation with Worcester and those who could finally print texts in his syllabary, certain changes were made to symbols making them appear, in some cases, more like symbols already used in other alphabets in order to make the printing process less costly and easier. Thus, symbols appearing similar to those of the Roman alphabet were employed but do not bear the original pronunciation of the Roman symbols. For example, what appears approximately as the letters C-W-Y in the syllabary is actually pronounced tsa-la-gi (what the Cherokees call themselves and their language).

THE LANGUAGE

Tsalagi is a branch of the Iroquoian language family and is related to Cayuga, Seneca, Onondega, Wyandot, Huron, Tuscarora, Oneida, and Mohawk. It is believed the Cherokees migrated from the Great Lakes region to the southeast into what is now North Carolina, Tennessee, and Georgia at least 3,000 years ago. Thus, Tsalagi, through its relative isolation, has diverged greatly from its linguistic Iroquoian cousins to the north. Through the U.S. government's forced removal of many eastern tribes to the west, an historical incident known as the "Trail of Tears," many Cherokees were forcibly resettled in Oklahoma. Thus, two distinct Tsalagi dialects are recognized-the Eastern variety spoken in North Carolina among those few Cherokees who hid in inaccessible terrain and were never removed, and the Western spoken by the immigrants to Oklahoma. Tsalagi is presently the native tongue of about 10,000 people, though most of these now speak English as their first language. Ruth Bradley Holmes and Betty Sharp Smith call Tsalagi a "meticulous language, marvelously economical in structure... There are no cases to memorize, no articles, no need for many English prepositions or explanatory phrases and clauses" (1976:v). Typical of many Native American languages, a Tsalagi sentence consists primarily of a head (root) word with affixes often attached to represent nuances of or precise changes in meaning. Holmes and Smith (1976:v-vi) give the following examples:

I have some (living things).
da-gi-ka-ha
I have some (things of indefinite shape).
da-gi-ha
I have some (liquid).
da-gi-ne-a
I have some (flexible things).
da-gi-na-a

Cliff dwelling, Mesa Verde National Park, Colorado. Photo: Larry Manire.

Thus, in Tsalagi, *da-gi* is the common "I have" form for all these examples; however, "I" must be careful in being specific about what type of thing is being possessed and must attach the appropriate classifying affix(es)–*ka-ha, ha, ne-a, na-a*–according to the shape and attributes of the object possessed, a distinction unknown in Indo-European languages.

Tsalagi also makes other subtle distinctions unknown in English, as in the words for "head": *a-s-go-li* (still in use; attached to body) versus *u-s-ga* (detached from body; severed).

Verbs, nouns, and adjectives are more closely linked in Tsalagi than in English. The root word often remains the same for all three forms, as in this example: "the doors are shut tight": *s-da-ya da-s-du-ha di-s-du-di*, which could be literally translated as "closely closed closers" (1976:vi) A Tsalagi noun is often a short description of an object and often incorporates a verbal root, so that the object designated could pass for a complete sentence (1976:vii):

horse	*so-qui-li*	burden-bearer (carries-heavy-things)
cemetery	*tsu-na-da-ni-soh-di*	laid-there-by-others
attorney	*di-ti-yo-hi-hi*	argues-repeatedly-and-on-purpose-with-a-purpose

In English, many nouns can be analyzed by breaking them down into their component Latin or Greek roots: submarine (Latin "under-sea") and pterodactyl (Greek "wing-finger"). The same is true with many Tsalagi nouns whose component meanings are quite transparent:

a-di-toh-di	spoon	to-sip-with
si-qua-u-tse-ts(i)	possum	smiling-pig

Tsalagi is considered a pitch-accent language, meaning there are basically two voice pitches, or tones: neutral (or low) and high. Tone, however, does not affect word meaning as, for instance, in Chinese languages or Vietnamese. But it does endow spoken Tsalagi with a pleasant musical pitch similar to that of spoken Norwegian or Swedish. ■

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David Kaufman holds a BA in International Studies and an MA in Linguistics.

Valerie Fridland wades through the dialect of Memphis, Tennessee

Sounds of Ole Man River

When people from outside the South learn I grew up in Memphis, I inevitably get the comment "You don't sound like you're from Memphis–what happened to your accent?" As I consider myself a true native, my response is always to ask for a description of what a Memphian sounds like. "You know, you don't have that...that twang" is what usually emerges as people realize they don't really know what a Memphian, or a Southerner for that matter, specifically talks like, except that they know one when they hear one. Non-Southerners, in fact, are generally not very good at separating out the different dialects spoken within the South, viewing us as one mass lump on the American dialect landscape. While Southern dialects share much linguistically and historically, intra-regional varieties are also quite salient, differing along ethnic, social and geographic lines.

Memphis is geographically poised at the border of West Tennessee, Mississippi and Arkansas, overlooking the banks of the Mississippi River. Its name, taken from another river city, the Egyptian city of Memphis on the Nile (whose residents were also 'Memphians'), reflected its location on the majestic Mississippi, an early sign that Memphis was destined to become an important trading center in the region. The city was settled in the early 1800s by, among others, the future U.S. President Andrew Jackson, and owes much of its linguistic history to the spread of the earlier settlement from Eastern Tennessee. The city continued to grow rapidly with settlers from the Southern Coastal regions in Virginia and North Carolina who migrated first into Eastern Tennessee. Originally of English and Scots-Irish descent, these settlers joined others from Eastern and Middle Tennessee as they moved farther West. As travel became easier through new developments such as steamboats, these early immigrants were soon joined by settlers from other Southern states such as Kentucky, Alabama, Mississippi and Georgia. The combination of intra-Southern migration, a large African-American community, and the city's role as a major river port and center for national goods distribution led to the formation of a recognizable local variety of speech, one that is distinctly urban in light of the contemporary trend of rural in-migration to urban areas of the South. In fact, Memphis' position as headquarters for several major companies like Federal Express and the Coca-Cola Bottling Company has contributed to local speech, with terms such as 'to Fed Ex' used synonymously with 'to ship overnight' and 'coke' used for any carbonated drink. And, when a Memphian goes shopping, we are more than likely heading to Piggly Wiggly, affectionately known locally as simply 'The Pig', a locally founded grocery chain that originated the supermarket concept.

Within a region so often negatively defined by its speech, there is an inherent pride in our speech and distinctions are

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made among intra-regional dialects. For those of us raised in Memphis, worse than the stigma of speaking with a Southern accent was the stigma of being confused as speaking with a rural Mississippi or Arkansas accent. Native Memphians can easily tell where non-natives from other parts of the South are from, especially those that we have high degrees of contact with. Ask a Memphian what they sound like compared to other Southerners and they will probably use these groups as references for what they do not sound like. The rural dialects, those associated with the areas of Arkansas and Mississippi near Memphis, tend to be described as more "country" sounding and have more intense use of marked features like the pronunciation of the long i of 'bye' and 'time' without the glide, as in "baa" for 'bye', "tar" for 'tire', or "ah" for 'I'), flapping ("idn't", "wadn't" for 'isn't', 'wasn't'), multiple negation (*I don't see nothing*), and vocabulary items like "ain't". Eastern Tennessee, separated from Memphis by mountainous geography and the mid-state terminus of the early railroad system, is associated with Appalachian dialects and features such as intrusive /r/ as in "warsh your clothes", voiceless /w/ sounds as in "hwich" for 'which' and 'a'-prefixing as in "I was a-hunting". In addition, the Scarlet O'Hara breathy voiced Southerner who drops /r/s as in "Well, ah nevah" for 'I never' would be quickly tagged as a resident of the Deep South by most Mid-Southern Memphians whose /r/'s remain steadfastly intact. However, while Memphians can recognize the natives from the non-natives, it is usually also a "I know it when I hear it" kind of differentiation rather than any clear-cut criteria they can list.

Part of the difficulty in discerning the differences between Southern dialects is that it is generally a matter of degree rather than kind that separates one from another. While some features like intrusive /r/ and a- prefixing are clearly present only in certain areas of the South and not in others, most Southern features are at least marginally present in all local dialects, with the differences between local varieties hinging on the extent to which people in different areas use them in their speech. Memphians may say "ya'll" and "fixin' to" as much as the next Southerner, but they don't tend to use "ain't" and lose the "l" sounds as in "caw me" for 'call me' or "hep" for 'help' as often as their more rural neighbors. When a native Memphian hears another Southerner speak, it is not simply one trigger word or form that cues the Memphian into that speaker's background, but a composite of a number of different dialect features used at a different frequency than a Memphian would use them in similar conversation. Since very few of the distinctive language forms are by themselves diagnostic but instead are shared by these dialects, people are not readily able to articulate what it is per se that makes them know where another speaker is from. It is no wonder that non-Southerners who are much less exposed to the variations that occur in the South find it hard to hear differences among Southern dialects.

In addition, the enduring myth that Southern American English is a sub-standard variety of Standard English tends to lead to the grouping of these dialects under the same rubric of improper speech, without much investigation into the historical patterns that laid the foundations for the dialects now spoken throughout the South and the distinctions that are maintained. All of the dialect features noted above are as linguistically principled and patterned as any of the characteristic features of Northern or Western speech and many, such as /r/-lessness and vocalic mergers, are widely evidenced in other 'prestige' dialects (e.g. the /r/-less speech of the highly regarded "Received Pronunciation" in Britain or the Western 'cot/caught' vowel merger), Southern dialects remain socially disfa-

Illustration: Richard Ward

"In general, people have only a vague idea of the types of features that make Southern dialects distinct. Instead, only a small subset of features are widely recognized."

vored. As linguist Dennis Preston showed with his research into folk linguistic beliefs about the dialects spoken within the United States and as most caricatures about the South reveal, most Americans, including Southerners themselves, have negative evaluations of the varieties of English spoken in the Southern U.S. In general, people have only a vague idea of the types of features that make Southern dialects distinct. Instead, only a small subset of features are widely recognized, those that are highly stereotypical such as double modals ("I might could do that") or the Southern drawl (itself a vague cover term for a variety of distinctions in the way vowel sounds are produced) and, of course, the ubiquitous "ya'll". Since most dialects within the South share these highly salient features, outsiders are unlikely to notice the differences that set the dialects apart. The fact that most media renditions of Southern accents are spoken by actors adopting what they believe replicates a generic 'Southern twang' does little to help clarify the image of a united Southern tongue.

What makes the picture of intra-regional variation even more confusing is that within each area of the South, social factors such as ethnicity, age and gender also mitigate the use of different features. For example, all Southern English speakers use "tahm" for 'time' and "baa" for 'bye' to some degree, but White speakers from the deep South tend to use it more extensively than, say, a White speaker in Memphis and, in general, White Southern speakers use it more extensively than Black Southern speakers. Curiously, this situation is reversed in Memphis, as Black Memphians show a greater frequency of use of this feature than White Memphians, showing that generalizations about the South as a whole abstract away from intra-regional variations. Similarly, while the pronunciation of the vowels in "pin" and "pen" as the same (called a "vowel merger") is still widespread, there is evidence from recent research that speakers under 25 years of age in Memphis are less likely to merge these two sounds than their older counterparts. On the other hand, the low back vowel merger which makes indistinct the difference in pronunciation of words like 'cot' and 'caught' or 'Don' and 'Dawn', is more common among young White Memphians than their older counterparts, but is not generally considered a feature of other Southern American dialects. Black Memphians, like older Whites, maintain the traditional vowel distinction in words using these two vowels. In contrast, r-dropping, a feature that characterizes older speakers in the deep South, is found among African-American, but not European-American, speakers in Memphis. While often local Black and White speech may differ in terms of what speech features are used, the large African-American population in Memphis also contributes much to the local flavor of speech in Memphis, with terms which originated in African-American speech having spread out to many in the younger European-American community, contributing terms such as "Dog!" (pronounced "dawg"), as in "Dog! I'm hungry" to the local variety.

Within the South, in places such as Memphis, locals tend to have very strong feelings about the variety of their speech community and its role in identifying them as an authentic member of that community, even if it is not so easy from the outside to tell different Southerners apart. When a Memphian talks about getting some 'cue and going to visit "the King", you can bet we are talking about a big plate of pulled pork barbecue and a visit to Graceland, not a trip to a pool hall or a European monarchy. In fact, mentioning to a local that you have ever eaten beef barbecue, much less enjoyed it, may be considered fightin' words. Speech is as much about our culture as our hospitality, our music and our barbecue. And, as any Memphian will tell you, don't be messing with our Barbecue! The same goes for our speech. ■

Valerie Fridland is an assistant professor at the University of Nevada at Reno and a native of Memphis who conducts research on Southern vowels in general and the vowels of Memphis in particular.

GRAMMAR SUPERSTAR!

Steven Donahue covers the history of ESL grammar teaching with best-selling author, Betty Azar, of the Azar Grammar Series

Yes, there was a time before the name Betty Schrampfer Azar became synonymous with the best-selling English as a Second Language (ESL) grammar text series in history. But she is now the superstar of ESL grammar texts the litmus test is not only the 1 million students who use the Red, Black, and Blue books each year, but the brand category that pioneering Azar has carved out in ESL, paving the way for legions of other teacher/content writers. Confirming this stellar status of the Azar Series, Ed Perez, the ESL Specialist at Pearson Longman, noted: "You know you've made it in ESL publishing when people refer to the author, and not the book." And students are no less enthusiastic. Gissella Figueroa, a level 6 ESL student at Miami-Dade Community College and veteran of the Azar series says, "the Azar grammar books are great tools even after the class and put useful reference at your fingertips."

ESL Baptism

Like many educators, Azar's grammar odyssey began with what she calls "serendipity," and a burgeoning national need. In 1965 she was in her first year of teaching English at Iowa State University, a major science, technology and agricultural school that attracted students from all over the world. These students needed help with their English, but there was only one course offered and there were no ESL specialists on the faculty. One day, Azar was walking down the hall another teacher who stopped to complain to the English department chair, Dr. Albert Walker, "I have over forty students in my English for Foreign Students class. We need to split it." The department chair said, "Okay. Who will we get to teach it?" "Well," Azar reminisces, "there were only three people in the hall, and the other two looked straight at me."

A poignant first-class memory that she still recounts is of an Egyptian student flummoxing her by asking, "Why can't I say, 'I want some waters' in English?" Azar recalls saying to herself, "I have absolutely no idea, but what an interesting question!" She had never thought about grammar in that special ESL sense before. Then she used the standard ESL teacher's riposte and said to the confused student," I don't have that answer right now, but I will find out and tell you tomorrow." And indeed she did, mastering the nuances of the so-called count nouns, now a major section in the Azar series.

Azar recalls that "The book that saved my bacon (an Iowa idiom) was Thomas Crowell's Index of Modern English. There were few resources for academically oriented adult ESL students in 1965. Azar contrasts the ESL publishing industry then and now:" The entire universe of ESL books could have probably fit on two standard bookshelves. Now, look at the vast library at any TESOL conference."

Grammar Across the Decades

Azar recalls that change itself has been constant in the language learning field over the past five decades, witnessing "a carousal of fads, bandwagons, and even grammar wars." She says that the various pendulum swings should be taken with a grain of salt.

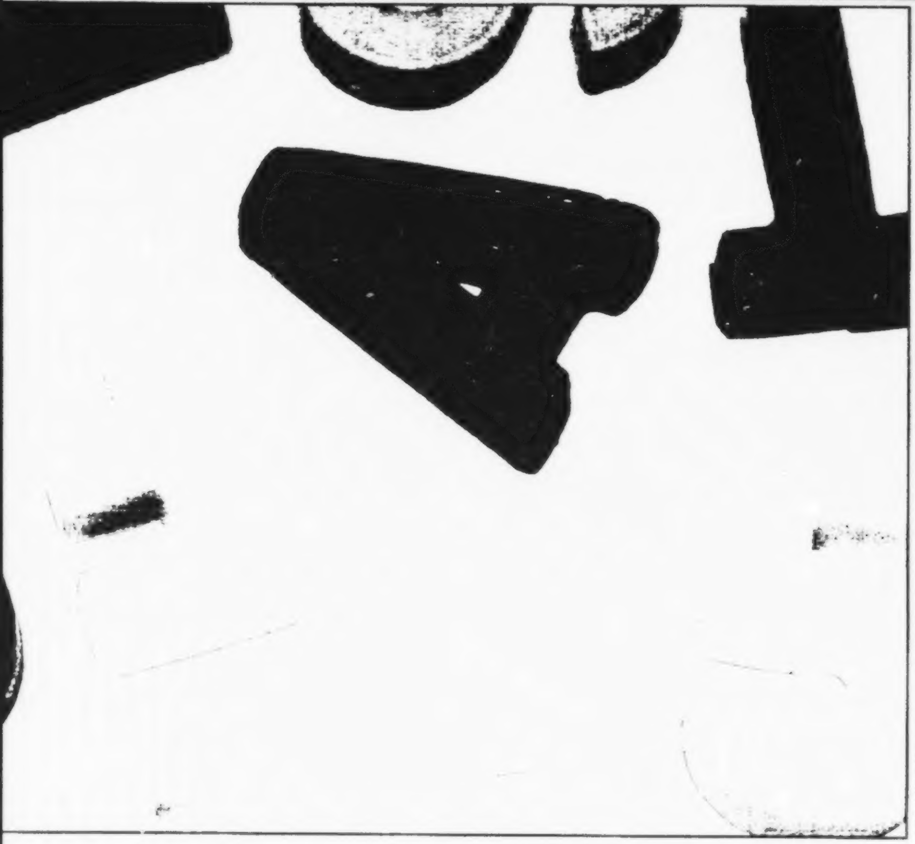
As a product herself of Grammar Translation, she had a revelatory experience in France when she attempted to order a raspberry sundae in French, unsuccessfully. Her reading and writing skills were good, but her speaking and listening very poor -- the proverbial product of the Grammar Translation Method. So she had firsthand experience with the importance of including speaking and listening skills in a teaching program.

Grammar guru Betty Schrampfer Azar.

When she taught in the new intensive program at ISU, the director, who had just graduated from the University of Michigan, was a true believer in the Audio Lingual Method (ALM), where students recited meaningless sentences, parrot-like, out of the red pattern practice book of the Lado-Fries program. Azar says " I found it deadly. The students found it deadly."

Both Grammar Translation and ALM lacked two ingredients according to Azar, "Meaningful real-time interaction and a balance for all four skills: reading, writing, speaking, and listening." She said that fads -- ALM. Total Physical Response (TPR), Gattegno's Silent Way, Suggestopedia, and the Natural Approach --all have some valuable perspectives, but "in the end, put too much emphasis on implementation of theory at the expense of the varied and complex needs of our students, the language learners."

But Betty Azar was no ordinary teacher and soon threw a spanner in the programmed works of the carefully orchestrated ALM her boss had embraced whole hog. Her syllabus and style began to co-evolve with her students long before the term 'student-centered' came into vogue. She began to



develop and use her hallmark materials that engage all the skills of the students in the classes while working from a grammar base.

Eureka Moment

But the creation of the Azar method was not without some speed bumps-- including almost losing her job. The director visited her class one day -- saw that she was not slavishly following the drill book -- and was stunned. He told her, "You can't do that. You are ruining the program. Without drill, the students' subconscious will not absorb the language." Crestfallen, Azar informed her students that she could no longer teach the way she had been doing. When they protested, she managed to implement an after-school tutorial using her own materials, which was soon more popular than the college ALM class.

So the moment of defeat had been transitory. Azar recalls that during those tutorial sessions she had a powerful Eureka moment as she turned from the blackboard and looked over her classroom of eager language learning students. She said to herself, "I must be doing something right."

One thing Azar was doing right pedagogically was to focus on examples, not explanations, to focus on usage, not on rules. Of this innovation, she says, "To this day I believe in example-fueled instruction; not over-explanation. What we do is show our students how English works."" She says that if it had not been for the serendipitous taking on of an ESL classroom, she would have probably quietly returned to comparative literature.

Why Grammar Matters

Research shows that grammar-based approaches result in better learning outcomes for academic adults. Azar has derived some principles for teaching adults that all ESL teachers should recognize. She maintains that, "Grammar is a starting point, not an end point. It is a springboard into a variety of practice modes, including interactive and communicative activities in the real-place, real-time context of the classroom." To Azar, a grammar-based developmental skills approach and communicative methods fit hand in glove.

As a measure of the impact of Azar's series, following her recent talk at Miami-Dade Community College (M-DCC), the largest community college in the United States, the faculty voted upon the most extensive revision of all of the grammar structures taught in 6 ESL levels in the Colleges history. This is one of the first times that such a plethora of fine-grained grammar structures have been lined up in a staggered pedagogical sequence. The revision is truly a monumental tout-de-grammar force, and a decade in the making. The Azar series dovetails remarkably well with this curriculum, as each of the books easily span two respective EAP levels.

Dr. Cynthia Schuemann, chairperson for ESL and Foreign Languages at the North Campus of M-DCC says, "Azar's body of work influenced faculty as they developed and revised EAP (English for Academic Purposes) grammar competencies. Two faculty members at Miami-Dade, Myra Medina and Kelley Kennedy-Isern, are material coordinators for the teachers site that accompanies the Grammar Exchange website, a teacher-created resource that promises to be a "global classroom." Coordinators write and solicit materials from teachers around the world for the Grammar Exchange website, which is organized to supplement the Azar texts, and acts as a crossroads for teachers to share questions, ideas, and materials for the benefit of their students throughout the world.

Grammar Crystal Ball

America's language learning environment has changed a great deal since Azar began her career in 1965. The rural farmlands of Iowa are now "The middle of everywhere," as a one of the largest historical waves of immigrants makes a new start in America and learns a new language. Azar continues to insist that grammar "is not in the purview of a bunch of little gray-haired ladies who rap their student's knuckles." Rather, the focus is on "real grammar, for real people, in real situations." Azar's vision of the classroom is one where it is both student and teacher-powered; a classroom that synthesizes the best of many approaches; to students and trusting one's own observations and judgments are core values that are respected. Grammar will continue to impact the ESL classroom of the future, albeit with increased use of technology. And students can continue to count on the Red, Blue, and Black books of the Azar series being used in those classrooms for generations of English learners to come. ■

Further reading: Basic English Grammar, Second Edition (Red), Fundamentals of English Grammar, Third Edition (Black), and Understanding and Using English Grammar, Third Edition (Blue) are published by Pearson Longman. For further information: http://www.longman.com/azar

The Grammar Exchange Website can be accessed at http://www.longman.com/grammarexchange

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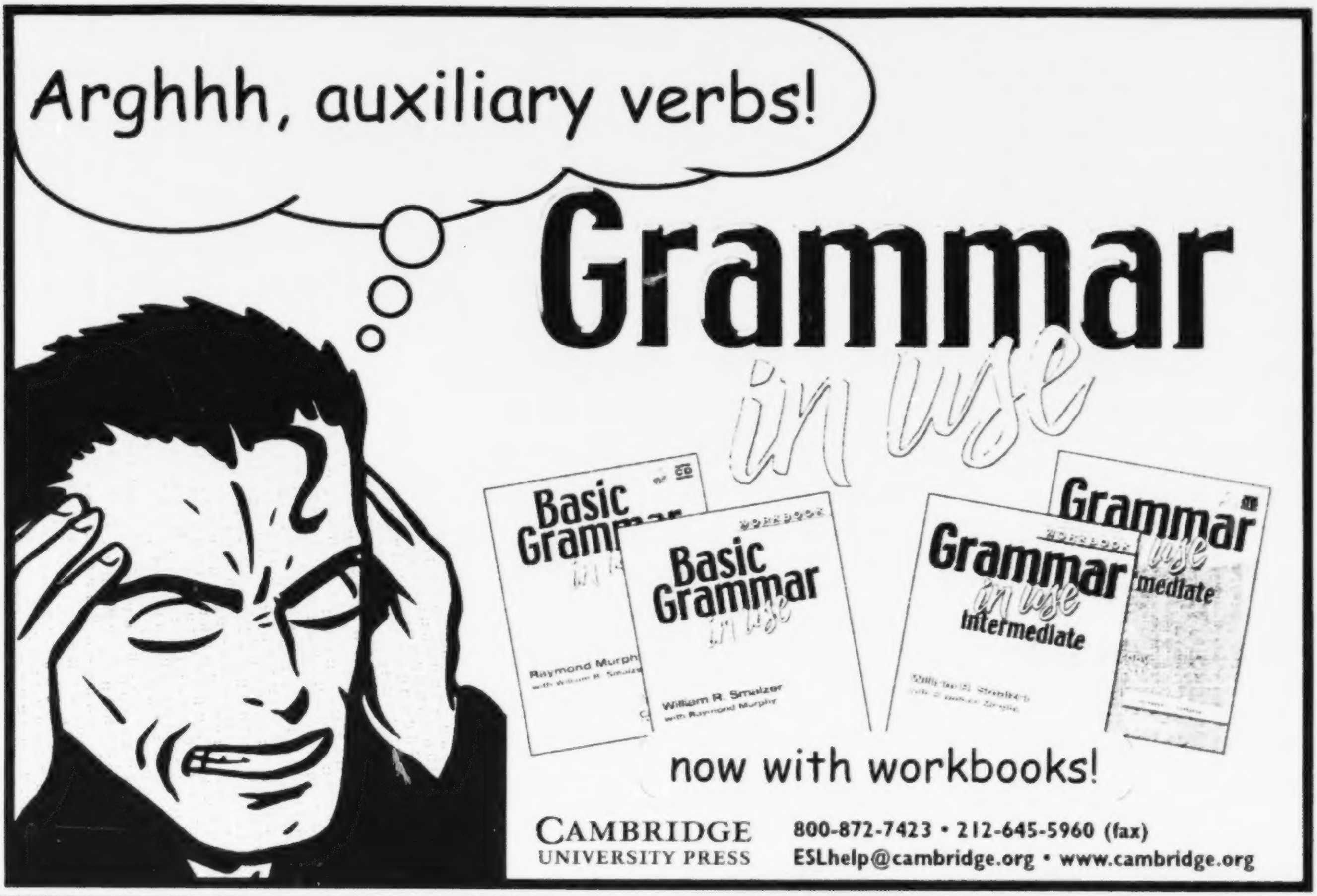
Steven Donahue is features editor of *Language Magazine*.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An Inside Job

Kyoko Saegusa says that teachers should let students decide what they want to learn

I have taught ESL and Japanese as a foreign language in the U.S. for twenty years. I have heard teachers and students themselves say, "They don't know much about the language". They treat their students as if they were lesser beings. But teachers are recognizing that learning evolves even on Day One of a Japanese 101 class. In the course of my development as a language teacher, I find the following three points are relevant:

1. Research shows that the sequence in which the teacher presents materials in a foreign language classroom is not necessarily the sequence in which the students individually learn and acquire the language, let alone whether the students' learning takes place prior to their being tested on the material.
2. What goes in must come out, but do we really know what happens in between? Take "repetition," for example. Gattegno says, "Each of us is equipped with a facility to utter what we hear. We should not be surprised that students can easily repeat but not retain what a native speaker says. Babies prove they do not use repetition for a good two or three years. Most babies are aware that they must consciously utter what they will, and only then do they listen to it and use what they know as an utterer and hearer to identify what is being said by others." (Gattegno, p. 5)
3. I believe the language teacher's role is not so much to exchange certain knowledge, but to work with the student. Each student has her/his own existential needs. Learning another language is a great opportunity to expand one's horizons inward and outward. How do I as a teacher help with this objective?

> "Learning another language is a great opportunity to expand one's horizons inward and outward."

Early on, I decided that learning was an inside job. The teacher's responsibility was to let students become aware of what they do and can do when learning is taking place within. I was introduced to three "innovative" language learning/teaching methods in the 70's in a TESOL methodology class: Caleb Gattegno's the Silent Way, Charles A. Curran's Counseling Learning/Community Language Learning, and George Lozanov's Suggestopedia. Of the three, Gattegno's insight, philosophy, and methods have affected me most profoundly. The following remarks by him sum it all up.

Students must relate to the new language and practice it to make it their own; to relate to anything else is a distraction and distractions interfere with learning.

Teachers must be concerned with what the students are doing with themselves rather than with the language, which is the students' concern. Teachers and students work on different subjects (Gattegno, p. vii).

So, encouraging students to teach in class was a natural conclusion. I regularly use a review teaching project in basic level Japanese language courses at college. Each student prepares an eight minute review activity or exercise on one topic, pre-selected by the instructor. Teaching assignments start as early as Week 6 in the very first semester. I have refined the requirements and evaluation criteria over the past 15 years. The stu-

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dent must turn in a lesson plan two days prior to the presentation.

The student/teacher is asked to focus on accuracy, relevance, and effectiveness in the planning stage. This is the time when the instructor intervenes, and the student/teacher's learning takes place. The student/teacher is asked to pay attention to other students' learning (as opposed to teaching in the traditional sense) during the presentation. To maximize student autonomy, at the time of presentation, the class must direct all questions to the student presenter, while the class knows that the instructor is readily available as a consultant/informant.

I see nothing but advantages in this approach. I learn the inner workings of students individually and see how they decide what they want to learn. The volume, scope, and kind of information a student/teacher decides to present tells me exactly what s/he has taken in and processed, or what s/he has "decided" to learn at this point in time. This is where students make the connection between what they "know" and what they can produce in the new language at will. This does not happen easily in teacher-centered instruction. Students have the opportunity to design their own lesson and bring in what they believe is effective and what they are good at.

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SQUIRREL

Every semester, there are two kinds of reaction to this assignment. Some students find this the most effective aspect of the course while others do not. There are always students who do not see the value of peer teaching and collaborative learning. Their idea of what a teacher should do is very conventional. The problem here is not linguistic. The problem is societal and psychological. The instructor can take this opportunity and work with individual students outside the class. Show genuine interest in their lives and find out where they are stuck. This takes time. I don't believe the language classroom should primarily be a therapy session either (Thomas Kane, *American Language Review*, September/October 2000), but I believe learning a foreign language is a profound psychological experience, which forces the learner to develop a new self.

In our basic language courses a teaching assistant is usually assigned to an entire class and acts as a primary instructor. This means that the teaching assistant must have the astuteness of a psychologist and experienced language instructor from the very beginning. I have yet to solve this problem.

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Reference: Caleb Gattegno, The Common Sense of Teaching Foreign Languages, p. 5, Educational Solutions. N.Y. 1976

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Ricette per
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Italian Soul

In the first of an occasional series focusing on language publishing, **Giulia Scarpa** describes how two enterprising Italian teachers founded their own company

In 1994, two young teachers in Italy spent many a sleepless night as they labored away on an old 286 PC -- with no hard drive -- to create "Easy Readers" for students of Italian. The budding publishers had recently returned from teaching in schools in Tunisia and both firmly believed there was a gap in the market for books for teaching Italian as a Foreign Language.

They also shared the belief that the innovative approaches they had studied at university and had later put into practice in their professional careers had not yet been realized in the form textbooks to be used in teaching. At the time, books for students were mainly abridged and simplified Italian classics, with no particular concern given to the frequency of word use, to graduated learning routes and the concept of motivating—interesting content was completely absent. Generally speaking, in those days reading books for learners of Italian did not acknowledge any necessity for students to actually enjoy reading; nor did they encourage students to build their confidence while experiencing the pleasure of facing up to the challenge of a text that would enhance their skills. The teachers believed that reading in a foreign language was a pleasure that should be encouraged and that the beauty of the Italian language could be enjoyed from beginner level.

Together, teachers Alessandro De Giuli and Massimo Naddeo, produced a series called Italiano Facile which consisted of original narratives written using a lexical approach based on research regarding frequency of word use at the various levels of language competence.

Almost 10 years later, the company they founded (Alma Edizioni) has become a leading publisher of materials for learning Italian as a Foreign or Second Language. The fact that Alma is made up of teachers and researchers, and not by "pure" publishers, gives it a distinctive outlook.

Alma's founding partners have carefully selected their collaborators who are, like them, experienced in teaching foreign languages at university, college, and school level both in Italy and abroad. The catalog now includes course books with an innovative approach to teaching and learning; grammars and work books; activity books to boost oral production; self-study exercise books; real crossword puzzles based on research on frequency of word use at different skills levels; a unique course book based on Italian popular music for teaching today's language and culture that has become a best seller in its field; videos with original Italian short movies with subtitles in Italian and teachers' guides.

People at Alma believe in enhancing teaching and learning in a relaxed and enjoyable climate in order to eliminate anxiety and create strong motivation; keeping teachers' and students' affective and emotional involvement high; enhancing socialization through immediate and communicative exchange over authentic language materials, without generating stress or frustration; always presenting texts and materials in context; breaking the stereotypes about Italy and Italians by effectively transmitting information on Italian society, habits, culture and life style through authentic and up-to-date examples; motivating teaching and learning by highlighting the irreplaceable value of play; always proposing motivation activities for listening, reading, comprehension, oral and written production exercises, to grammar reflection through many reinforcement exercises and progress tests; offering teachers essential, practical and motivating indications and guidance on how to use the books effectively in the classroom.

The Officina di Alma Edizioni is a training department that offers methodological workshops and books presentation to teachers. Topics concerning teaching and learning Italian as a foreign and second language are covered, including the intercultural approach, teaching adult immigrants, integrating immigrant children in the classroom; language for special purposes, and various innovative approaches that make teaching and learning lively and motivating.

The Italiano Facile series of easy readers that triggered the transformation of two teachers into authors and publishers is now divided into five levels of language skills. Last year, the series was supplemented with audio cassettes with real radio dramas of the texts and sound effects recorded by the outstanding actors of Zauberteater, a Florence Theatre Company. This year Alma will produce a new series of Italian as a Specific Language—for business, medicine, law and so on.

As enrolments in Italian language courses are growibg [see *Language Magazine*, November 2002, p.] and a higher percentage of learners are children, Alma Edizioni is producing a new series of course books and materials for young people which should be available in the fall. ■

Giulia Scarpa is the manager of External Relations and Marketing for Alma Edizioni in Italy.

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Waiting for Ratoncito Pérez!

In the first of a two-part series, **Isabel Schon** reviews recent books in Spanish for children. Spanish-speaking children will be entertained, challenged, and perhaps inspired by the ever-increasing selection of high-quality books now being published around the world. In contrast to pedestrian or didactic books that bore all readers and inferior translations that massacre the Spanish language, the following recently published books in Spanish are well-written books that reveal the vividness, spirit, and beauty of the Spanish language.

For Young Readers
Easy Books

Child, Lauren. ***¡Qué lata de rata!*** **(That Pesky Rat) Illus: by the author. Translated by Miguel Ángel Mendo. Barcelona: Ediciones Serres, 2002. 32p. ISBN: 84-8488-058-3. $12.95. Gr. K-3.**

RATA, A BROWN rat that doesn't have an owner or a home, is only known as rata apestosa. She hopes one day to belong to someone, to enjoy a good life, to be a special pet. Mendo's hilarious Spanish rendition is as eccentric as Child's original collages that brim with the excitement of a happy rat, who finally has a name and an owner. Young Spanish speakers will want to read again and again: y quién es mi Cuquita, mi preciosa gatita linda?...¡Yoooo!

Jones, Lara. ***Me gustan los besos y abrazos. (I Like Kisses and Hugs)*** **Barcelona: Editorial Molino, 2001. 18p. ISBN: 84-272-7866-7. $10.95. Gr. Pre-school.**

A TODDLER TELLS that his teddy bear likes to be hugged, his baby brother needs a kiss to cheer him up when he falls, his friend Alberto gets a kiss from teddy bear on his birthday, and, on other occasions, friends also kiss and hug. In contrast to the original English edition where everybody hugs - not kisses - this simple Spanish rendition depicts the Spanish-speaking world where kissing is as prevalent as hugging. Bold, flat watercolors add character to this vibrant board book.

Müller, Jörg. ***El libro en el libro en el libro. (The Book in The Book in The Book)*** **Illus: by the author. Barcelona: Ediciones Serres, 2002. 32p. ISBN: 84-8488-066-4. $21.95. Gr. 2-4.**

WHEN A GIRL opens a gift, she realizes that it is a book that includes another book, and another, and another... To discover its magic, she walks inside the large-format book and meets the illustrator, who promises to include her cat in the illustrations. With an exaggerated perspective and appropriately accentuated deep-shaded colors and shadows, the engrossing illustrations, which add an intriguing tone to this fantasy, originally published by Verlag, Düsseldorf, will appeal to lovers of modern art.

Pistinier, Caroline. ***La noche del ratoncito Pérez. (The Night of the Tooth Fairy)*** **Illus: by the author. Translated by Laura Ros and Rafael Ros. Barcelona: Editorial Corimbo, 2001. 30p. ISBN: 84-8470-055-0. $19.95. Gr. 1-3.**

CLEA, A WHITE mouse, lives with María, a little girl, who joyously announces that she just lost her tooth and that "ratoncito Pérez" (the tooth fairy of the Spanish-speaking world) will come soon. Clea, who had never heard of the mouse ratoncito Pérez, feels rejected and jealous of the mouse, who she feels will take her place. So she plunges into a major campaign to prevent him from taking María's tooth from under her pillow. Charming pen-and-watercolor illustrations with unusual up-close, and exaggerated perspectives compel the attention of all readers/viewers as numerous white and black mice argue over María's tooth. The confusion is finally resolved and María is delighted with her little gift in place of her baby tooth. (In contrast to the English-speaking world, where the tooth fairy is supposed to leave money under a child's pillow, young Spanish speakers find a small gift.) Originally published by Kaléidoscope, Paris, this appealing, well-designed, large-format picture book brims with action and engaging characters.

Swoboda, Annette. ***¡Buenas noches, Dudú! (Good Night, Dudú!)*** **ISBN: 84-261-3241-3.**
—. ***El chupete de Dudú. (Dudú's Pacifier)*** **ISBN: 84-261-3247-2.**
—. ***Dudú se viste. (Dudú Gets Dressed)*** **ISBN: 84-261-3243-X.**
—. ***Dudú y el orinal. (Dudú and The Chamber Pot)*** **ISBN: 84-261-3245-6.**
Ea. vol.: 12p. Translated by Christiane Reyes. Barcelona: Editorial Juventud, 2001. $9.95. Ages 1-3.

DUDÚ, A DELIGHTFUL duck who is as active as any toddler, is charmingly portrayed through loose dashes of paintbrush and bright watercolor illustrations in these perfect-sized board books. The very young will relate to Dudú as he says good night in ¡Buenas noches, Dudú!; searches for his pacifier in El chupete de Dudú; gets dressed in Dudú se viste; and plays with his chamber pot in Dudú y el orinal. The simple text and lovingly portrayed animal characters add a sense of intimacy to these board books, originally published by Verlag, Frankfurt.

Social Sciences

Núria, Roca. ***Niños y niñas del mundo; de un extremo al otro. (Boys and Girls of The World: From One Extreme to The Other)*** **Illus: Rosa María Curto. Translated by Carlos Ganzinelli. Barcelona: Editorial Molino, 2001. 36p. ISBN: 84-272-8626-0. $10.95. Gr. 2-4.**

LIKE OTHER TITLES in this appealing series, this includes cheerful, cartoon-type pastel illustrations and a lighthearted text featuring children from various countries in the world and their particular lifestyles. From a Chinese boy celebrating the New Year, to an Inuit boy in northern Alaska playing in the snow, to Kadi, an African girl, enjoying her bracelets in the desert, this is an easy-to-understand explanation about the differences and similarities of people around the world. It concludes with suggested activities and a guide to parents to help children understand people and their customs.

The Arts

Orozco, José-Luis. ***Fiestas: A Year of Latin American Songs of Celebration.*** **Illus: Elisa Kleven. New York: Dutton, 2002. 48p. ISBN: 0-525-45937-5. $17.99. Gr. K-5.**

JUST AS FESTIVE and alluring as Orozco's previous books - De colores and Diez deditos - this bilingual collection of 22 songs and rhymes, selected or adapted to celebrate the holidays and festivals that occur throughout the year, resonates with the spirit of Spanish-speaking people. Each selection includes a preface introducing each song (in English only), the lyrics in both Spanish and English, and musical arrangements. Some are long-time favorites such as Este niño lindo and Arroz con leche, others are modern adaptations, ¡Viva César Chávez! Kleven's vivacious, detailed illustrations reflect the whimsy and joy of Latin American celebrations.

For The Middle Grades

Biography

Cano, José Luis. *Buñuel y Don Luis. (Buñuel and Don Luis)* 46p. ISBN: 84-88920-36-9.
---. *Gracias y desgracias de Gracián. (Witticisms and Misfortunes of Gracián)* 46p. ISBN: 84-88920-50-4.
---. *María Moliner y su diccionario. (María Moliner and Her Dictionary)* 33p. ISBN: 84-88920-49-0.
---. *Sender y sus criaturas. (Sender and His Children)* 46p. ISBN: 84-88920-56-3.
Ea. vol.: Illus: by the author. Zaragoza: Xordica Editorial, 2000. pap. $5.95. Gr. 4-7.

WITH HUMOR AND wit Cano briefly narrates the life and special achievements of these four acclaimed citizens of Aragón, a region of Northeastern Spain. The amusing, almost caricature watercolor illustrations, the concise, easy-to-understand text, and the unpretentious design make these small-sized paperbacks wonderful introductions to film director Luis Buñuel (1900-1983), Jesuit writer Baltazan Gracián (1601-1658), lexicographer María Moliner (1900-1981), and satiric writer Ramón José Sender (1901-1982).

Griswold del Castillo, Richard. *César Chávez: A Struggle for Justice/César Chávez: La lucha por la justicia.* Illus: Anthony Accardo. Translated into Spanish by José Juan Colín. Houston: Piñata/Arte Publico Press, 2002. 32p. ISBN: 1-55885324-3. $14.95. Gr. 2-4.

NOT ESPECIALLY ENTICING, yet this large-sized bilingual picture-book biography of César Chávez, the Mexican American leader who devoted his life to improving the lives of poor migrant farm workers, serves an important need. Briefly and succinctly, in English and Spanish, it narrates his childhood, his mother's influence, his family's life as migrant farm workers, and his nonviolent struggle against injustice and in support of the United Farm Workers. Flat full-page color illustrations and a timeline in both languages are also included.

Folklore

***Del pellejo de una pulga y otros versos para jugar. (From The Hide of a Flea and Other Poems to Play)* Edited by Manuel Peña Muñoz. Illus: Paloma Valdivia. Santiago de Chile: Santillana, 2002. 41p. ISBN: 956-15-0742-0. pap. $9.95. Gr. 2-4.**

COLLECTION OF TRADITIONAL riddles, tongue twisters, and poems from Chile that resonate with the rhythm, rhyme, and playfulness of the Spanish language. From well-known riddles, such as Pasa siempre corriendo/corre y corre y no lo ves... to lesser known, but just as appealing as Bota, bota, mi pelota, young Spanish speakers (and Spanish learners) are sure to be enticed. The colorful folklore-type illustrations are as lively and dynamic as these selections.

Poetry

Walsh, María Elena. *Canciones para mirar. (Songs to Look At)* 127p. ISBN: 84-204-5236-X.
---. *Tutú Marambá. (Tutú Marambá)* 91p. ISBN: 84-204-5234-3.
---. *Versos tradicionales para cebollitas. (Tradicional Verses for Children)* 159p. ISBN: 84-204-5232-7.
---. *Zoo loco. (Crazy Zoo)* 62p. ISBN: 84-204-5237-8.
Ea. vol.: *Madrid: Alfaguara/Santillana,* 2001. pap. $6.95. Gr. 3-6.

CONSIDERED ONE OF the best writers of nonsense for Spanish-speaking children, these titles, originally written and published in Argentina in the 1960s and 1970s, exemplify Walsh's beautiful use of rhythm, sound patterns, and figurativeness as she plays with words to describe the most illogical and incongruous situations. Despite the pedestrian black-and-white illustrations, young Spanish speakers will thrive and enjoy the nonsense. All titles include a glossary that assists with numerous forms used chiefly in Argentina. Cauciones para mirar includes poems, originally written for children's theater, about a dancing moon, a lost frog, a barking swan and others. A studious cow, Rat Ofelia, and Parisian cats are featured in Tutú Marambá. The folklore of Latin America and Spain takes center stage in Versos tradicionales para cebollitas. Inspired by British limericks, Walsh wrote 43 stories in rhyme about vain animals and amazing people included in *Zoo Loco*.

Fiction

Andersen, Hans Christian. *Cuentos de Hans Andersen. (Stories by Hans Andersen)* Translated by Alfonso Nadal. Madrid: Grupo Anaya, 2000. 240p. ISBN: 84-261-0273-5.
Grimm, Jacob and Wilhelm. *Cuentos de Grimm. (Stories by Grimm)* Translated by María Luz Morales. 161p. ISBN: 84-261-1098-3.
Ea. vol.: Illus: Arthur Rackham. *Barcelona: Editorial Juventud,* 2000. $19.95. Gr. 3-7.

ARTHUR RACKHAM'S always-endearing color and black-and-white line illustrations, originally done in 1933, have maintained their freshness in these collections of some of the best-loved children's stories. Nadal's easy-going Spanish rendition beautifully preserves Andersen's appeal in these twenty-three stories. Cuentos de Hans Andersen includes such favorites as La princesa y el quisante (The Princess and the Pea), La fosforita (The Little Match Girl), and El nuevo traje del emperador (The Emperor's New Clothes). Just as enticing is Morales' Spanish rendition of Cuentos de Grimm, which includes twenty-eight well-known Grimm stories, such as Blancanieves (Snow White), La Bella Durmiente (The Sleeping Beauty), and Cenicienta (Cinderella). An occasional Peninsular Spanish conjugation (tenéis, matéis, mirad) should not discourage young Spanish speakers (or listeners) from the Americas.

Comella, MaAngels. *¿Dónde está la reina? (Where is the Queen?)* Photos by Juan Manuel Domínquez. Barcelona: Ediciones Serres, 2001. 30p. ISBN: 84-950-40-98-0. $16.95. Gr. 3-5.

SOFÍA, A YOUNG girl, is able to travel in history with her resourceful grandmother, who is more than 400 years old. When Abuela finds a beautiful jewel that belongs to Queen Mariana, who lived in Spain 300 years ago, they climb on their broom to return it. Using Diego de Velázquez' exquisite paintings as a background, this jovial fantasy combines contemporary cartoon illustrations with life in the Spanish court during the 1600s. Some Spanish speakers from the Americas may object to the second person plural (sabéis, hacéis, vuestro) yet this is a delightful introduction to Spanish history and art of the seventeenth century.

Lindgren, Astrid. Pippi Calzaslargas. (Do You Know Pippi Longstocking?) Illus: Richard Kennedy. Translated by Blanca Ríos. Barcelona: Editorial Juventud, 2001. 137p. ISBN: 84-261-3192-1. pap. $9.95. Gr. 4-6.

NINE-YEAR-OLD PIPPI Calzaslargas, who is incredibly strong and lives alone in Villa Villekula with her horse and her devoted monkey, Mister Nelson, enjoys impressing her conventional neighbors, Tommy and Annika. First published in Sweden in 1947, this lively Spanish rendition has maintained Pippi's indomitable vitality as she bakes cookies on the floor, takes on two burglars single-handedly, saves two children from a house on fire and other extravagant feats. Despite the Peninsular Spanish conjugations (habríais, hubieseis, escuchad, et al.), Spanish speakers from the Americas will applaud Pippi's independent spirit. The amusing, almost cartoony, black-and-white illustrations are appropriately whimsical. ■

Isabel Schon, Barahona Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos. www.csusm.edu/csb/

[In the May 2003 issue of *Language Magazine*, Dr Schon will be reviewing books in Spanish for adolescents.]

ELECTRONIC EDUCATION

A regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their particular platform. For the purposes of this column, minimal computer skills means the ability to create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Lessons for the One-computer Classroom

Project #18: Making a List

Students use *Microsoft Publisher* to make a list of items in the classroom or another appropriate location. They then use the list to practice realistic conversations about the items.

This project is excellent for beginning and low intermediate levels of ESL. It is especially appropriate for Beginning ESL students because it provides a lot of practice in describing items and using counting vocabulary. Low-level students can concentrate on item names and basic descriptions. At the lowest level, students might only have to include 3 or 4 separate items on the list. At more advanced levels students can include more items, use more sophisticated descriptions, and role-play longer conversations.

Step 1) Prepare a "sample list" that students can view as an example. The model for this project should look something like illustration 1 (right) but don't use the specific items in your classroom. (The students will just copy your example.)

Step 2) Introduce the project by showing the list to the whole class on the classroom projection system or by holding up a print version.

Step 3) Introduce or review basic operations and functions in *Microsoft Publisher*. Demonstrate how to use the "Catalog Wizard" to choose a theme for the list and show then which theme you'd like them to use. Review replacing text and changing font sizes. Repeat all of the actions several times. Have students call out the steps of the process as a comprehension check before having the students work on their own list.

Step 4) Students work on their individual projects.

Step 5) As students complete their work, check the final product and save it before printing a copy for the student and a copy to post on the classroom wall.

Step 6) Students work in small groups or pairs to create and practice conversations using the list of items as a catalyst for authentic conversation practice.

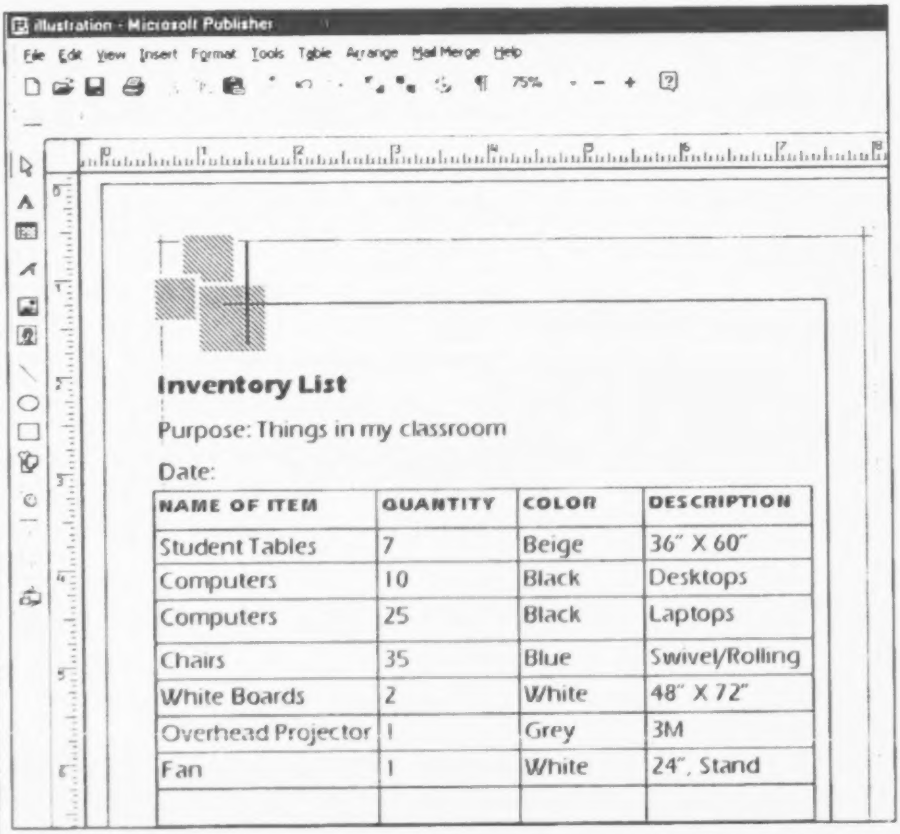
illustration - Microsoft Publisher
File Edit View Insert Format Tools Table Arrange Mail Merge Help
75%

Inventory List

Purpose: Things in my classroom

Date:

NAME OF ITEM	QUANTITY	COLOR	DESCRIPTION
Student Tables	7	Beige	36" X 60"
Computers	10	Black	Desktops
Computers	25	Black	Laptops
Chairs	35	Blue	Swivel/Rolling
White Boards	2	White	48" X 72"
Overhead Projector	1	Grey	3M
Fan	1	White	24", Stand

Illustration 1 (Partially completed list. The student has started to list and describe items in the classroom.)

Steps for creating a list using the "Catalog Wizard" in Microsoft Publisher

Step 1) *Start Publisher.* The "*Microsoft Publisher* Catalog Wizard" starts up automatically. On the left side of the screen, you'll see a list of possible projects to finish. Scroll down to the one labeled "Business Forms" and click on it. Several categories of business forms will be listed. Click on "Inventory List" and several different styles of lists will appear. (See illustration 2 on p.40).

Select "Inventory List" in the Publication Wizard.

Step 2) Pick one of the styles, click on the style name to highlight it and finally, click on "Start Wizard". You should see the selected list appear.

Step 3) Replace the headings that appear

continued p.40

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from p.38

over the first four columns in the example with the four categories shown in the first illustration and delete the unused columns by clicking somewhere in a column and selecting "Table" on the main menu and then "Delete Rows and Columns". A dialogue box will appear requiring you to select "current row" or "current column". Choose "current column" and click "OK".

Step 4) Expand the width of the remaining four columns to fill up the width of the page. Give more room to the "Name of Item" and "Description" columns. Expand a column by clicking anywhere in the area of the rows and columns. A heavy gray-colored border will appear around the table. The gray border will be separated into sections. Aligning the cursor over one of the lines separating any two sections will cause it to change to the "Adjust" cursor (see illustration 3). Drag the cursor in either direction to change the width of the column. Expand the four columns to fill up the width of the page.

Step 5) Fill in the chart by clicking on each box and typing the appropriate entry. Use the largest font possible.

Step 6) Save and print the completed list.

Sample Conversations

Student A: How many laptop computers are in the classroom?
Student B: 25
Student A: How many desktop computers do you have?
Student B: There are ten more desktops!

Student: What color are the chairs in the classroom?
Sales Associate: They're blue

Student: How many chairs are there?

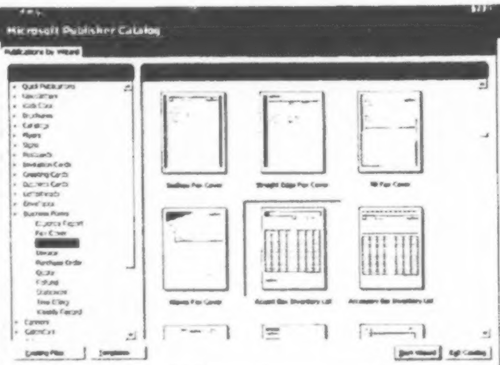
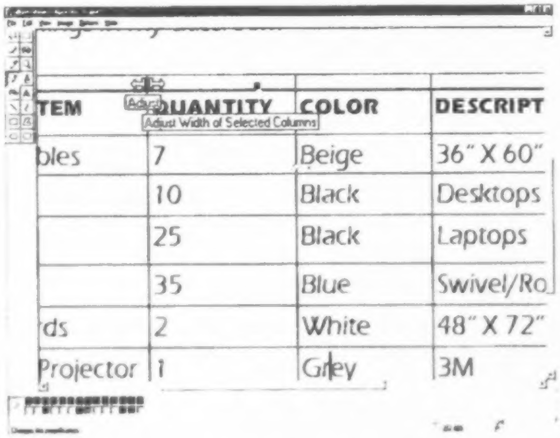


Illustration 2 (left).
Illustration 3 (below).



TEM	QUANTITY	COLOR	DESCRIPT
bles	7	Beige	36" X 60"
	10	Black	Desktops
	25	Black	Laptops
	35	Blue	Swivel/Ro
ds	2	White	48" X 72"
Projector	1	Grey	3M

Tips for working with computers and beginning students (individually at the computer or in groups)

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes. Remind more advanced students to save their work themselves.
- Be patient since beginning students are also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a folder to help you organize the completed projects. For this project, call the folder "lists". As each student finishes, save the project in the same folder. You can also create a "list booklet", which is simply one document with all of the students' individual catalogs pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. ■

Barry Bakin is an ESL Teacher and Teacher Advisor in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center and trains ESL teachers to integrate computers into ESL instruction.

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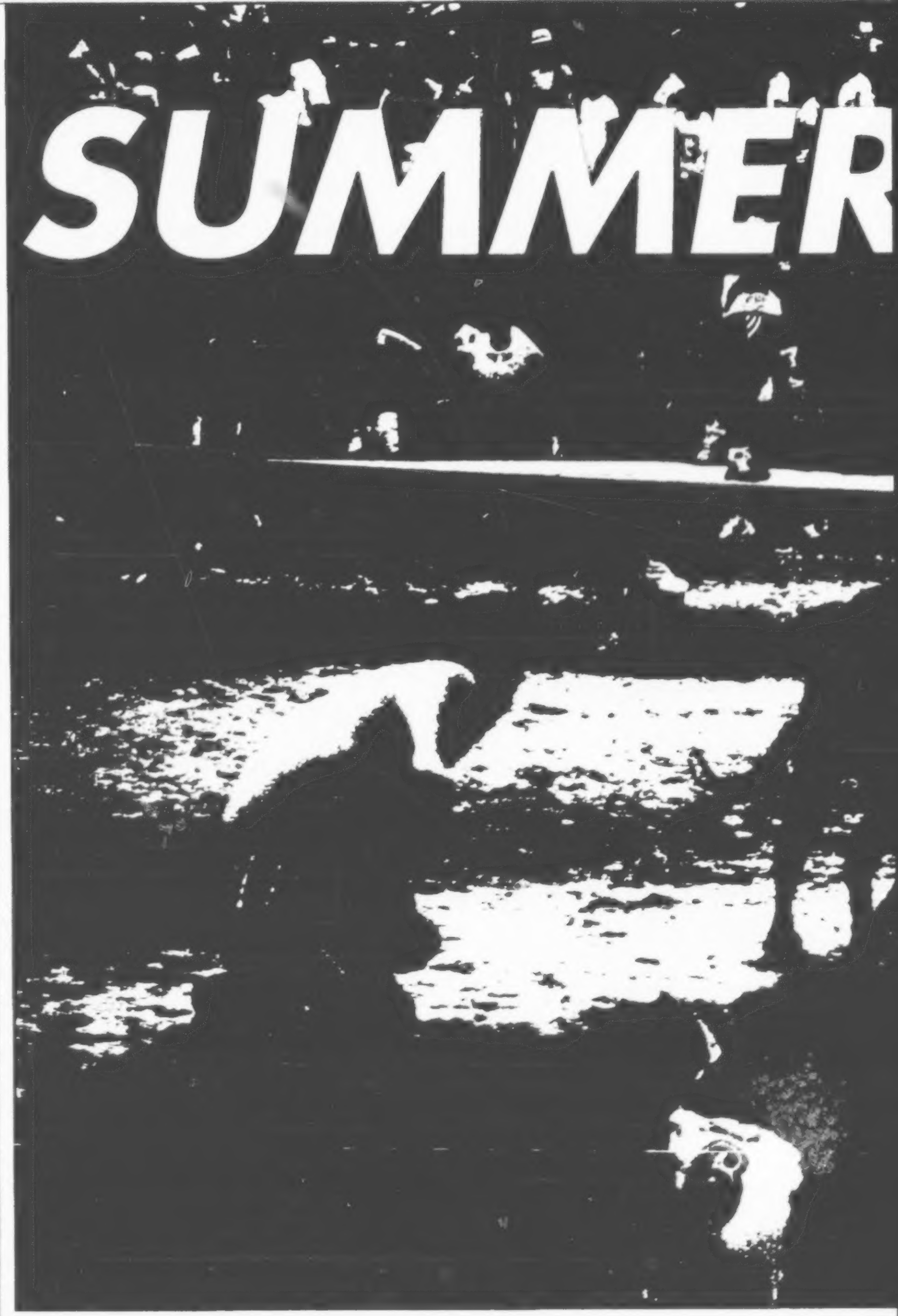

Are you planning to learn Spanish in a study abroad program this summer? If so, you should start researching as soon as possible so that you can find the right course to suit your needs. **Virginia Owens** reports

Location

You may already have a strong interest in a particular Hispanic country and its culture. There can be many reasons for this interest including family heritage and other ties to a certain country. If this is the case, you should try to find out as much as you can about that destination and the schools located there. Researching information about the country will help to pique your interest in studying there as well as alerting you to the opportunities for language study that exist in the destination. This process may take some time but it will be worth your time and effort to find the program that is right for you.

When choosing a particular country or Spanish language school, you will need to consider a number of factors. You can start the process by defining your goals. Are you a beginner who is seeking to get a head start in the language by immersing yourself in a Spanish speaking culture? Or are you a competent speaker of the language wanting to improve your abilities? Are you studying for personal pleasure or do you need to hone your Spanish language skills to meet the demands of your job?

Think about the environment you would like to study in. Do you want to go to a school in a bustling city or would you prefer a quieter rural location? Do you want to study as part of a group or does the idea of one-to-one instruction appeal to you? Are you comfortable in a hot climate or does more temperate weather suit you better? Are you an adventurous type happy to live and study in a less developed country or are you better off in a "western-style" environment which offers creature comforts that you are accustomed to at home? Do you have an interest in art, archaeology, or other cultural pursuits? And, most important, how much will it all cost?

Programs

There are many types of study abroad programs that can be found to suit all different types of needs. Some programs are run by overseas universities, or by American universities, or independent organizations. Students with a good working knowledge of Spanish may enroll directly at certain universities which may require independent arrangements for housing, meals, and other expenses by the student. Program options at universities fall into three basic categories:

1. An "island" program, where all courses are tailored to a group of American students with instruction by local teachers.
2. A fully-integrated program where students take all their courses with students from the host institution.
3. A combination program where courses are arranged for the group by the program sponsor, and students are able to enroll in one or two courses at the university.

Other programs are administered by proprietary language schools, some of these are part of large organizations or language school "chains".

OF SPANISH

Cost

Make sure that you thoroughly research the costs of programs and then base your decision on what you can afford to pay. Prices for comparable programs can vary widely. This is not only a result of the quality and content offerings of different programs but also because of the local costs of doing business for each school and in each country. The cost of living varies from country to country in the Spanish speaking world—the current U.S. dollar exchange rate can be an important factor here. For example, programs that were once considered as "expensive" in Argentina are now much cheaper as the Argentine peso has devalued. Programs in Mexico can be very reasonable. In Spain, it pays to shop around to find the language immersion course that suits your budget—but remember that a "cheap" course may not serve your needs.

Some schools may seem to be a good deal for the price but may not provide a high level of teacher quality or may not have any useful classroom materials, or may only offer limited activities. On the other hand, some of the more expensive schools may have impressive modern buildings fitted with the latest in computer assisted language learning technology and video equipment, but the staff may neglect to offer the right amount of personal attention and direct learning experience that can be had at less expensive schools. Some schools are priced for a certain kind of student, for example, budget travelers and university students who don't expect a high level of personal comfort or teaching standards, while others cater more to business people,

continued p.44

Ruins at Tulum, Mexico.
Photo: John Cross.

from p.43

professionals and retirees. At the higher end of the scale, the chain schools who operate more than one center tend to cost more; whether this cost is relative to the better quality of their programs or the higher costs of administration is debatable.

Find out if the school is a member of a teaching or professional organization—such as ACTFL or the Instituto Cervantes—or is a member of the local chamber of commerce. In some countries (for example, Mexico), it is possible for a school to receive accreditation from the national department of education so you should ask about this too.

Instruction

Language immersion program experts believe that a range of variables is crucial to assessing a school's ability to provide proper instruction from afar, including factors such as the experience of the teaching staff, references of past students, and class size. When trying to determine if the staff of a school is experienced you can ask questions like "How many full time teachers do you have?" and "How many of them have taught at the school for three years or more?"

One-on-one classroom instruction is not necessarily better or worse than small group instruction for language learning. Group instruction tends to be more structured and dynamic while one-on-one can be more flexible and intensive. That can be an advantage or a disadvantage depending on the personality of the student and the reliability of the program or teacher. Some students prefer to learn with class support, and the fun that accompanies a small group class. Other students may prefer to make mistakes alone with their teacher or to be able to take their classes outside of the classroom. Be aware that many schools offering classroom instruction will often -- in reality -- have less than their stated maximum number of students in a given class. Schools that offer both group classes and complementary activities frequently have teachers accompany the students on the activities which are in addition to the instructional classroom hours. Schools that offer what seems like a lot of class hours per day for a great price may be taking into account all the time when there is a teacher present in an activity which may not always involve language learning.

Timing

Logistical considerations will naturally come into play as you decide on a program. Do you want to go on a program for a few weeks, for a month or more, or for the whole summer? You will need to make sure that the program dates are compatible with the requirements of your job or studies.

Safety

Spain and the Latin American countries are by and large as safe as the U.S. Although recent events have led some teachers to question traveling to Spain, there have been no reports of any hostile acts towards Americans. Teachers returning from trips to Spain have commented on the friendly nature of the Spanish people towards Americans. Beware that, at any time, areas of any country that experience high levels of tourism can be more crime-ridden than other areas. These crimes usually involve petty theft without violence. There are some unsavory parts of the bigger cities in Spain which are best avoided at night. Caution should be exercised in Mexico City, but other towns like Guadalajara are relatively safe. To get a realistic sense of safety for visiting students in a given country, you really need to talk to people who have been there or, of course, see it for yourself!

Activities

Capital city or provincial town? Capital cities have their special attractions such as museums, art galleries, concert halls and operas, but provincial towns provide more opportunities to get to know people in their regular daily lives and are usually not as inundated by tourists, so locals may be more open to meeting visitors.

Practical Matters

After you've applied and been accepted into a program, you must make sure you have the proper documentation for traveling abroad. Necessary documents usually include a passport for entering the host country, and, in some cases, a visa to allow you to stay there as a student. Apply for these items well in advance in case there are any delays in processing. Find out about any other documents you'll need to have, such as birth certificates, medical records and proof of immunizations. Some documents may need to be translated, so make sure you allow time to have that done also. It's a good idea to get an international student ID card to qualify for student travel discounts and reduced admission at attractions like museums and theaters. ■

Virginia Owens teaches Spanish at an elementary school in New Haven, Connecticut.

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How Wise is Proverbial Wisdom?

by RICHARD LEDERER

A proverb is a well-known, venerable saying rooted in philosophical or religious wisdom. Just about everybody knows some proverbs, and we often base decisions on these instructive maxims. But when you line up proverbs that spout conflicting advice, you have to wonder if these beloved aphorisms aren't simply personal observations masquerading as universal truths:

How can it be true that you should look before you leap but make hay while the sun shines? It's better to be safe than sorry, but nothing ventured, nothing gained. Haste makes waste, but he who hesitates is lost. Patience is a virtue, but opportunity knocks but once. Slow and steady wins the race, but gather ye rosebuds while ye may. All things come to him who waits, but strike while the iron is hot. Fools rush in where angels fear to tread, but faint heart never won fair maiden.

We often proclaim that actions speak louder than words, but at the same time we contend that the pen is mightier than the sword.

Beware of Greeks bearing gifts, but don't look a gift horse in the mouth.

There's no place like home and home is where the heart is, but the grass is always greener on the other side and a rolling stone gathers no moss.

A penny saved is a penny earned, but penny wise and pound foolish.

The best things in life are free, but you get what you pay for.

Where ignorance is bliss, 'tis folly to be wise because what you don't know can't hurt you, but it is better to light one candle than to curse the darkness because the unexamined life is not worth living.

Too many cooks spoil the broth, but many hands make light work.

Two's company and three's a crowd, but the more the merrier because two heads are better than one.

If at first you don't succeed, try try again, but don't beat a dead horse.

Silence is golden and talk is cheap, but the squeaky wheel gets the grease and a word to the wise is sufficient.

Clothes make the man because seeing is believing, but beauty is only skin deep because appearances are deceiving, you can't judge a book by its cover, and all that glitters is not gold.

A picture
is worth
a thousand
words.

Fred R. Barnard, 1921

Early to bed, early to rise makes a man healthy, wealthy, and wise, but all work and no play makes Jack a dull boy because idle hands are the devil's workshop.

Birds of a feather flock together, but opposites attract. Blood is thicker than water, but familiarity breeds contempt.

The road to hell is paved with good intentions, but it's the thought that counts.

Never put off till tomorrow what you can do today, but don't cross that bridge until you come to it.

Variety is the spice of life, but don't change horses in mid stream.

There is nothing permanent except change, but there is nothing new under the sun.

You're never too old to learn, but you can't teach an old dog new tricks.

A stitch in time saves nine, but better late than never.

The bigger, the better, but the best things come in small packages.

Absence makes the heart grow fonder, but out of sight, out of mind.

What will be will be, but life is what you make it.

When it rains, it pours, but lightning never strikes twice in the same place.

Don't bite off more than you can chew, but hitch your wagon to a star.

Don't cross your bridges before you come to them and don't count your chickens before they're hatched, but forewarned is forearmed and well begun is half done.

What's sauce for the goose is sauce for the gander, but one man's meat is another man's poison. With age comes wisdom, but out of the mouths of babes and sucklings comes wisdom.

Might makes right and only the strong survive, but a soft answer turns away wrath and the meek shall inherit the earth.

Turn the other cheek, let bygones be bygones, and forgive and forget, but an eye for an eye and a tooth for a tooth because revenge is sweet and turnabout is fair play.

Do unto others as you would have them do unto you, but all's fair in love and war.

Virtue is its own reward, but the good die young. Two wrongs don't make a right, but the ends justify the means.

It's not whether you win or lose but how you play the game and winning isn't everything, but to the victor goes the spoils.

So for better days ahead, all you have to do is figure out which proverb to use under which circumstances! Quite apparently, whichever side of an argument one takes, one can usually find a proverb to support it. That's why Miguel Cervantes wrote, "There is no proverb that is not true," while Lady Montagu proclaimed that "general notions are generally wrong." ■

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

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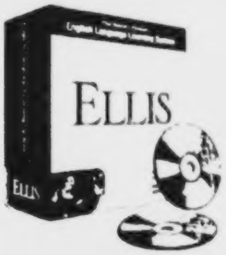

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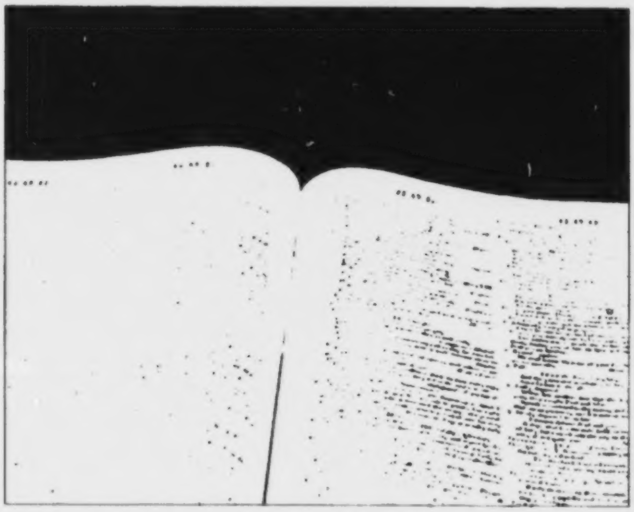

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COVER PHOTOGRAPHS: José Manuel Ferrão & Dave Rau.

Welcommen, Bienvenue, Welcome...

THE RESILIENCE OF THE international student market is quite astonishing according to the latest survey by the IIE (Institute of International Education-see p.10). Despite the global economic downturn, terrorist attacks, visa restrictions, monitoring, and even a war, there are more students coming to the US than ever before. However, with certain markets declining rapidly and the added concern of SARS, can this growth continue?

The USA is the natural choice as a study destination for young people the world over. It is still regarded as the land of opportunity, its educational institutions have a reputation second to none and its diversity of people, landscape and climate provide prospective students with unparalleled choice. But we cannot rest on our laurels and presume that they will carry on coming no matter how we treat them.

Many IEPs (Intensive English Programs) are experiencing a decline in student numbers and some have already had to close their doors through lack of registrations. These programs are more likely to be affected by short term fluctuations than degree programs and registration figures may well bounce back as soon as fears are allayed, but the trend should not be ignored.

While many of our readers are working hard to restore the image of America as a tolerant and welcoming society in the wake of our government's unilateral stance, more obstacles are being created. As if the SEVIS (Student Exchange and Visitor Information System) implementation debacle was not enough (see p.12), the recent arrests of international students by federal agents because of minor administrative errors will make the news worldwide.

Nobody disagrees with the idea that it is reasonable to monitor international students to ensure that they are actually studying legitimately and that an online system is the most efficient means of carrying this out. However, planning, testing and training have been sacrificed in the rush to implement this system. Not surprisingly, the INS has been taking the blame for the delays and faults in the system, and the INS deserves to be blamed for not fulfilling its pledge to have SEVIS up and running by the January 31 deadline even though it was obvious that it did not have the resources to incorporate into the system the additional requirements imposed since September 11th. The main problem is that the INS has been working within a budget allocated on the basis of a much less comprehensive system. Once again, insufficient federal funding is jeopardizing the future of our educational institutions.

For the moment, SARS seems to be only affecting the plans of American students studying in Asia, which is problem enough, but media hysteria could soon change the situation, so steps must be taken now to provide clear information in context. Yes, SARS is a disturbing epidemic, but it is not a global plague.

International students do not only inject almost $2 billion a year into the economy, they provide American students with a much needed global perspective and promote a better understanding of the American people worldwide. Their continued presence here and the encouragement of more Americans to study abroad are vital to the security of the nation. Surely that is reason in itself to get the check book out? ■

Daniel Ward

Daniel Ward, Executive Editor

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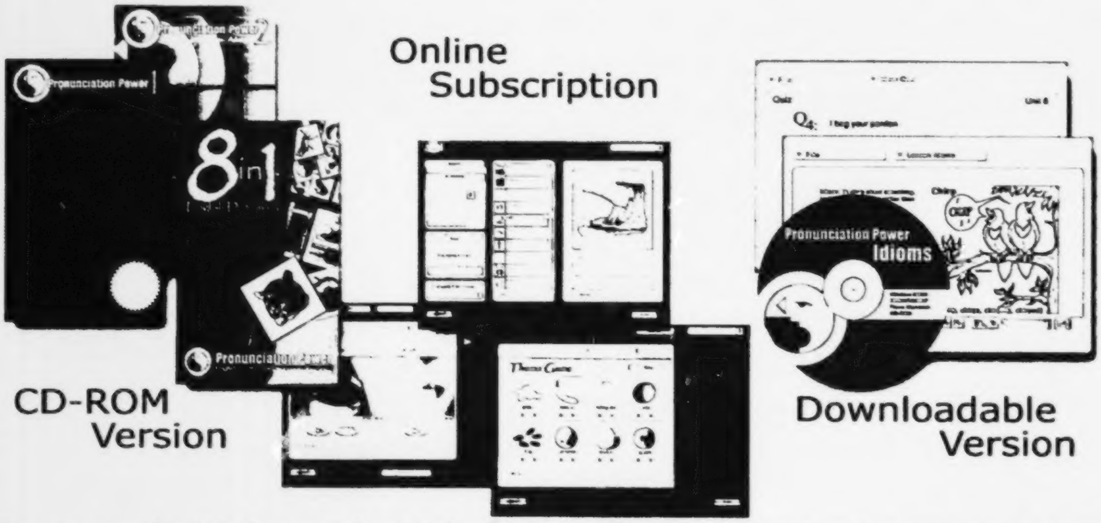

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Landmark Editorial On Target

YOUR ON-LINE "landmark" August 2002 editorial by Daniel Ward regarding the importance of foreign language skills acquisition was much appreciated. It was very well written and thought out, and my congratulations to Mr. Ward for his insight.

Bon chance, Boa Sorte, Buona Fortuna, and Buena suerte!

Thanks,
Bill Andres
Senior Partner
BJ Communications, Inc.
Phoenix, Arizona

The Future of Eric

YOUR READERS may not be aware that there is a proposal to farm out ERIC to a single contractor. This move would effectively end ERIC's function as a clearinghouse and it also raises questions regarding the possibility of censorship by omission.

The current five-year contracts for the 16 clearinghouse comprising the ERIC system will expire at the conclusion of 2003, and a draft version of the proposal that will define the future for the system has now been issued. This can be found at http://www1.eps.gov/spg/ED/OCFO/CPO/Reference-Number-ERIC2003/listing.html

Readers will note that there is no mention of continuing the Digests (research summaries), no provision for AskERIC or other services functions which facilitate user access to educational research.

Please follow the directions on the website so that you can make your feelings known about the future of this valuable resource.

Peggy Ashton
Framingham, Massachusetts

Language Magazine "Relevant"

I find your magazine very relevant to the educational community.

Sincerely yours,
Sylvie Fourcault
Chargée de Programmes
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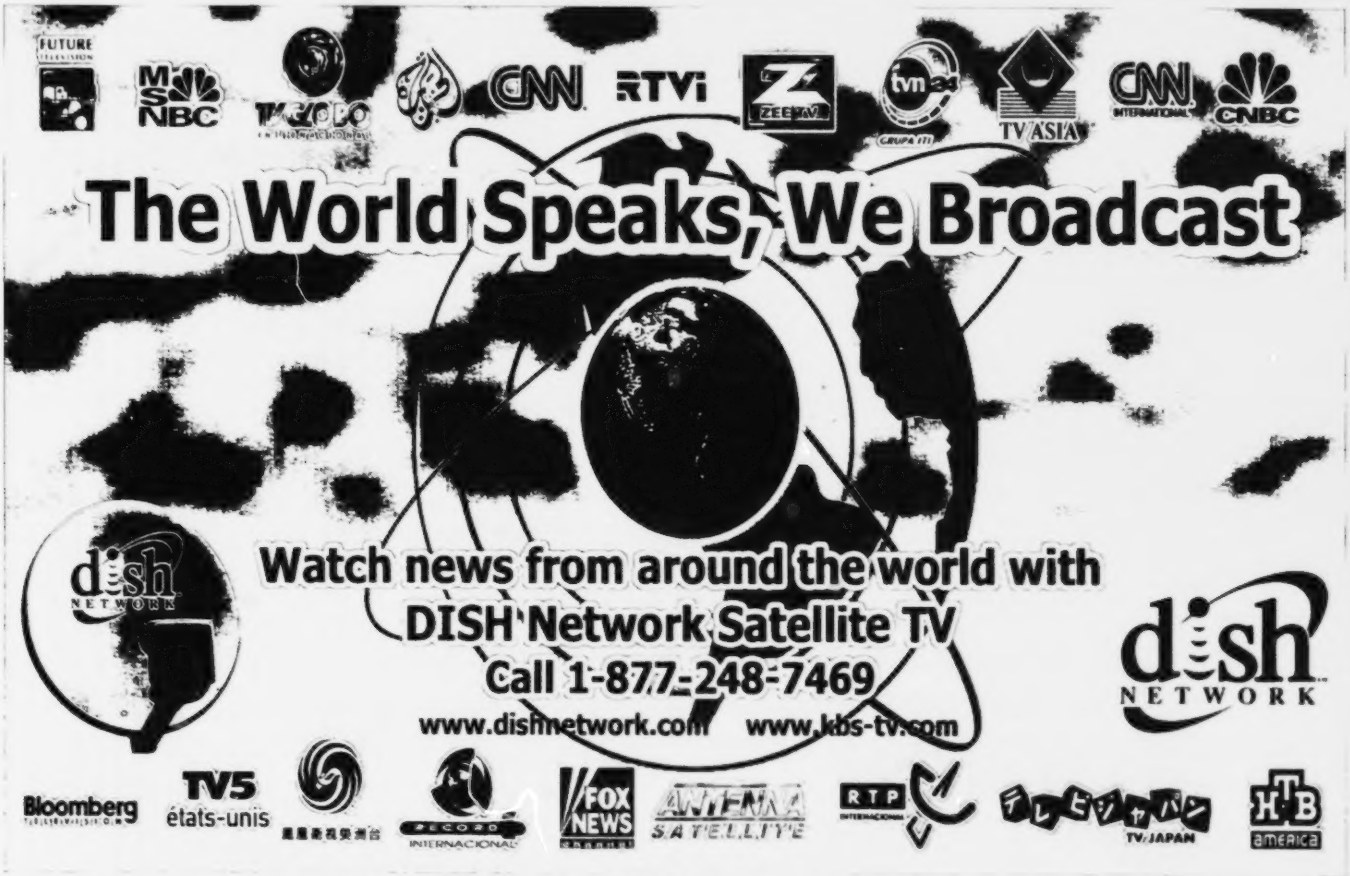

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Int'l Student Numbers Hold Up

DURING THESE times of international upheaval, the Institute of International Education (IIE) has decided that the annual Open Doors report needs frequent updates, so last month, they released the results of its latest online survey, International Students on U.S. Campuses 2002-2003. The survey was based on the online responses of 360 institutions received in February 2003 and was conducted to update the findings of a similar survey undertaken last October.

The key findings of the survey are:

International student enrollments remain steady: 70% of survey respondents reported that the total numbers of international students at their campuses (this year vs. the previous academic year) are steady or growing. Only 4% report a substantial drop in international student enrollments at their campuses.

Most or all international students have arrived by now: 79% of those respondents who said some of their students had been delayed in arriving for Fall 2002 classes report that most or all of these students have arrived in time for the Spring 2003 semester.

Steady numbers of new international students: 69% of respondents report a steady or growing number of newly admitted international students for the current academic year (2002/2003) compared to last year, with 29% reporting an increase and 40% reporting no noticeable change.

For some countries and some U.S. campuses which used to enroll large numbers of students from those countries, the impact has been much more significant. The declining number of students from Africa, the Middle East, and some Southeast Asian countries, which started years ago, is continuing and in some cases accelerating. The possibility of further deteriorating enrollments from countries in the Middle East, Africa, and Southeast Asia cannot be ruled out, prompted by various factors including visa approval delays, financial problems, political concerns, and attractive opportunities to study elsewhere.

The results of the survey have been met with surprise at certain institutions where it is felt that numbers of international students are rapidly declining. This is particularly apparent on Intensive English Programs (IEPs) which have suffered badly in recent months. Figures released by the IIE earlier this year indicate that there was a fall in the number of students enrolled in IEPs in 2001. The drop-off in numbers revealed in the Open Doors 2001/2002 report was the first ever recorded.

While firm comparisons cannot be made, the figures reveal that almost 7,000 fewer English language students were recorded in the calendar year of 2001 compared with the previous year.

These results reveal a problematic year in 2001, which was followed by continued difficulties last year for many IEPs, as education providers have testified. Security and visa concerns since September 11, 2001, have caused some students to choose to study elsewhere, and economic problems in various countries have also dampened student demand. Other language teaching countries are also marketing hard for a larger share of the student market. ■

NJ Governor Restores ESL Funds

NJ GOVERNOR JAMES E. McGreevey announced late last month that he had agreed to restore $1.6 million in funding for two programs that serve the state's Hispanic community. Earlier in the month, McGreevey announced that he was cutting $2 million earmarked for the Center for Hispanic Policy, Research and Development and the Hispanic Women's Resource Centers.

The programs provide grants to nonprofit groups that offer job training, legal services and English-language education.

The Center for Hispanic Policy, Research and Development, an umbrella organization that funnels funds to organizations such as CASA PRAC, was scheduled to lose $1.3 million - about 50 percent of the center's budget. CASA PRAC runs Project Help, an after-school tutoring program that targets the Hispanic community with parents who don't speak English, or single parents who don't always have time to spend with their children. The program helps these children from falling behind in school. ■

NY Lawmakers Override Education Cuts

Late last month, both the NY State Senate and Assembly overwhelmingly passed an education budget that commits $1.1 billion for the upcoming school year ($700 million during the state fiscal year) above Governor George Pataki's wishes. It gives $14.4 billion to public schools this school year.

Senate Majority Leader Joseph Bruno, R-Brunswick, said restoring some of the $1.4 billion Pataki planned to cut should help districts avoid trimming programs. The districts can bank on the dollars, lawmakers said. Even Sen. Ray Meier, R-Utica, who plans to be the only member of the GOP majority to vote against most of the budget bills, voted for the education package.

Several lawmakers said the priority of their constituents is keeping schools strong and that Pataki's no-growth budget of $90.8 billion would cause too much havoc among local governments. ■

13 Lucky for KY & SC

AT THE END OF APRIL, the U.S. Department of Education announced that Kentucky will receive $13.7 million and that South Carolina will receive $13.6 million for the first years of their respective multi-year Reading First grants.

The grants will support key improvements in classroom reading instruction, including teaching based on what research shows works, early identification and help for reading difficulties, monitoring student progress, and continuous, high-quality professional development for teachers. States will create a statewide infrastructure to steer reform and help school districts that will receive funding under a state-run competition for district subgrants.

Over six years, South Carolina will receive approximately $88.6 million and Kentucky approximately $89.2 million in support, subject to the states' successful implementation and congressional appropriations. ■

Grants and Funding for Language Teaching Projects

THE MAZDA FOUNDATION is awarding grants to programs promoting education and literacy, and cross-cultural understanding. Preference is given to non-profit organizations that are national in scope. Applicants are requested to submit their proposal by August 15.

Projects funded include Reading is Fundamental and the Hispanic Scholarship Fund. Since 1991, Reading is Fundamental has been providing children located in California, Michigan, and Mississippi with free books and motivational activities to inspire them to read more. The grants serve over 17,000 students at 53 schools and Head Start Centers. Mazda's sponsorship is enhanced by the volunteer efforts of Mazda employees, who assist program coordinators, distribute the books to students, and act as storytellers.

Through the Hispanic Scholarship Fund, Mazda awards scholarships to Latino students attending the University of California at Irvine and California State University at Fullerton. The scholarships include full tuition and an estimated cost for books and supplies for the entire school year. Both universities are near Mazda's corporate headquarters in Irvine. For more information visit: http://www.mazdafoundation.org/grant.html

THE JEANNE S. CHALL Research Fellowship is a $6,000 grant established to encourage and support reading research by promising scholars. The special emphasis of the Fellowship is to support research efforts in the following areas: beginning reading (theory, research, and practice that improves the effectiveness of learning to read); readability (methods of predicting the difficulty of texts); reading difficulty (diagnosis, treatment, and prevention); stages of reading development; the relation of vocabulary to reading; and diagnosing and teaching adults with limited reading ability. The deadline for submission is January 15, 2004.For more information, visit:
http://www.reading.org/awards/grantcha.html

NATIONAL UNIVERSITY, California's second-largest private non-profit university, will offer a scholarship to every teacher in California who is laid off due to budget cuts. The Scholarships, which could exceed $6,000 in value, will provide unemployed teachers the opportunity to enhance qualifications within their profession or prepare for employment in another field. It will cover 50 percent of tuition for classes taken between July 2003 and June 30, 2004. For more information, contact Hoyt J. Smith at (858) 642-8111, or visit National University's Web site at www.nu.edu

THE TEACHER QUALITY Enhancement Grants Program provides grants to promote improvements in the quality of new teachers, with the ultimate goal of increasing student achievement in the nation's K-12 classrooms. Partnership grants are designed to promote significant improvements in teacher education by strengthening the vital role of K-12 educators in the design and implementation of effective teacher education programs, and by increasing collaboration among these educators and institutions of higher education, and departments of arts and sciences. Additional information is available online at: http://www.ed.gov/legislation/FedRegister/announcements/2003-2/042103b.html Deadline for Transmittal of Applications: June 2, 2003, for pre-applications; August 8, 2003, for full applications

Every year, Hands-on English awards a few small grants (of up to $200) to ESL teachers and tutors for innovative classroom projects. The purpose of these grants is to provide some support and encouragement for instructors who are doing good work in the classroom. A secondary goal is to help ESL instructors learn about the grant application process and gain confidence in participating in this professional activity. Applications are due by the end of June. The projects are reviewed by a committee of ESL and literacy professionals with the final selections made by the Hands-on English Grants Manager, Peter Dowben. To get an application, go to: http://www.handsonenglish.com/minigrants.html ■

SARS Hits Study Abroad

AFTER FEARS OF terrorist attacks and repercussions from the war in Iraq, the new concern amongst Americans studying abroad is the lung infection SARS.

Some American colleges and universities have already cancelled programs in affected areas, such as China, which has been hit hardest by the disease. Some American schools are recalling students from Hong Kong and the mainland, while other schools are not sure what to advise, worrying that students may become infected on airplanes on the way home.

The Institute for International Education closed its program in Beijing earlier this month. Institute officials said at least one teacher at the university where the program operates had SARS. The student program in Hong Kong was also cancelled. The institute had placed more than one-hundred students in Hong Kong and mainland China. It says requests to attend its programs this summer have decreased from last year.

Organizations which send students to other parts of the world are not over-reacting. For example, the American Councils for International Education, sends students to countries of the former Soviet Union and says SARS has not damaged its programs. One of its directors, Carl Herrin, calls SARS "a local issue" that affects students mostly where the disease exists.

In Australia, SARS is having a profound effect. Thousands of Chinese students may have to cancel or postpone their studies in the country following cancellation of English language tests as SARS starts to seriously threaten the country's multi-billion dollar education services industry.

IDP Education Australia, which coordinates international education on behalf of 38 Australian universities, confirmed that it had been forced to cancel Chinese sittings of English-language tests that students need to obtain Australian student visas.

More than 90,000 Chinese took the International English Language Testing System exam last year and the number affected by this year's cancellation is expected to be significant.

Chinese students represent the fastest-growing segment of Australia's 4.2 billion dollar (2.52 billion US) a year education export industry and universities fear a vital source of income will dry up if the SARS crisis is not contained. ■

Spreading Ancient Languages

ARCHAEOLOGISTS HAVE been trying to find out if early languages spread across ancient continents along with new techniques in farming practices. Dr. Jared Diamond from the University of California and Professor Peter Bellwood from the Australian National University have been examining the theory that early farmers helped to distribute languages and replace the culture of traditional hunter-gatherers. Professor Bellwood says 15 different language groups were included in the study. "Early farmers did spread languages in a very major way," he said. Bellwood pointed to the more recent spread of English and Spanish as examples of how languages can spread. "Some of these early ones were of a similar scale to those two recent spreads," he said.

Both archaeologists agree that, before the theory can be proven, further research is required. ■

Petroglyphs in the Valley of Fire.

SEVIS Still Not Shipshape

AS THE AUGUST 1st deadline looms, universities and schools across the country are continuing to report problems with implementation of the troubled SEVIS (Student Exchange and Visitor Information System), which was recently criticized by federal auditors as full of unwieldy glitches.

Just about 400 of the nation's 4,400 colleges and universities are using batch processing, so they are having to key in individual students one at a time, a much slower process. Campuses are also finding that the system loses data or mixes up data from several schools, and that the SEVIS help desk gives conflicting information about how to fix problems.

One serious problem is that the SEVIS has been geared towards university enrolment and takes no account of intensive language programs. Students coming to the U.S. to study English for just a few weeks have to record that they are studying for an English Major, as there is not a choice for intensive language programs. This could result in suspicion amongst border officials questioning how a degree could be obtained in such a short space of time.

INS officials said the system has been beset by insufficient staff and technical glitches. Investigations needed to ensure that only legitimate schools used the system were sometimes superficial. And some inspectors responsible for making sure the system works weren't even given the passwords they needed to access it. "We believe full implementation includes not only technical availability of the system, but also ensuring that sufficient resources are devoted to the foreign student program, ensuring that only bona fide schools are provided access," Inspector General Glenn A. Fine told a House of Representatives panel last month. ■

Plan to Send More Students Abroad

As the United States moves toward rebuilding a post-war Iraq, it must become more of a member of the world community and take leadership roles in matters political, social, economic and environmental.

In a recent speech, retired U.S. Sen. Paul Simon of Illinois said, "Unilateralism is the first cousin of isolationism. We have to work with the rest of the world to provide leadership."

To promote U.S. leadership in helping developing nations, Simon also proposed a plan to provide 500,000 annual scholarships to American college students to study in developing countries. At present, he said, only one percent of college students study abroad.

"In 10 years, 5 million Americans would have studied abroad. This would make us a much more sensitive country to the needs of the developing world," he said. ■

False Claims for Language Textbooks

MANY ADVERTISEMENTS for foreign language teaching materials sold on the Internet or by telephone to Koreans are exaggerated and misleading.

According to a recent study of 10 ads by the Korean Consmer Protection Board, seven made inflated claims saying that customers could learn to speak a foreign language fluently after a very brief period of study.

The report said that the commercials made statements such as "You can master English in 28 days!" and "One month will be enough to speak good English!"

Five of the advertisements included exaggerated slogans such as "the best language textbook that brings miracles!"

In two cases, commercials boasted that their products benefited customers even more than studying in a foreign country where the language was spoken while other ads claimed that their materials guaranteed high marks in various language tests.

"We will set guidelines to crack down on such misleading and false commercials," a Consmer Protection Board official said. ■

Endangered Accents

PREJUDICE AGAINST certain regional dialects is resulting in their disappearance, says Richard Blaustein, professor of sociology and anthropology at Tennessee State University.

Blaustein believes although there is an increasing recognition of the value of regional dialects, generations of ridicule and being told to "talk properly" are taking their toll on accents such as those of the Appalachian mountains.

Blaustein says it may be too late to save certain dialects from extinction. He also points out the common experience of the so-called "hillbillies" and the Scots of the British Isles. "Many Scots have been embarrassed and humiliated because they speak with a local accent. I guess the most important point in the book had to do with the experience of people going into schools as children and being abused by teachers because they spoke their native dialects," Blaustein said.

"If there is any point that Scottish people and Appalachian people living today really share in common, it's that experience," he added. ■

Symbolic Gestures

Photo: Elerium Studios

Lori Langer de Ramirez reports on a study of gestures and their implications for language teaching

Anthropologist Ray Birdwhistell (1970) claims that language is 35% of all communication while the rest is non-verbal. Anyone who has taken part in a conversation has reacted to non-verbal cues without, perhaps, being aware of doing so. For example, when a North American mother asks the question "Why did you do that?" of her small child in a scolding tone, a typical wordless reply might be the shrug of the child's shoulders. The mother immediately understands this gesture as "I don't know", as would most North Americans. In fact, there is more communicated with the gesture than "meets the eye", for the child most likely does know why she did what she did, but is being evasive. All of this information, text and subtext, was communicated by a simple gesture. North Americans would "read" the shrug in this way, but would members of another culture?

Conversations with a native speaker of a language other than English often yield differences in body language, facial expressions and proxemics—the physical space in interpersonal relationships (Nine Curt, 1984). For example, a stereotype regarding Italian-speakers involves an abundant use of hand gestures. For Mexican children, it is not polite to make eye contact with their elders (Strong, 1983). To a Tunisian, the symbol made by joining the index finger and thumb means "I will kill you" while the same gesture in Japan represents money (Ferrieux, 1989). Thus gestures differ in their meanings from culture to culture, and even identical gestures might have different meanings. Gestures that make reference to an object which is not present are called "deictics" (McNeill, 1987). These are pointing motions, and represent the spatial location of persons, places or things (Brittan, 1996). By observing the manner in which a person represents a non-present entity, certain aspects of that person's culture are revealed. For instance, in Mexico it is considered disrespectful to point in a church, while in Indonesia, it is impolite to point in general. Observations such as these have the potential to shed light on the underlying belief system or world-view of a given culture.

The Study

Subjects

The participants in the study were native Spanish-speakers (Spanish is their first, and predominant language). All reside in one of two Queens, New York neighborhoods, Woodhaven and Jackson Heights. Informants were both males and females over the age of thirty who did not come to this country until they were at least eighteen years of age.

It was important that the subjects had grown up in their respective countries. "Language is both an individual possession and a social possession" (Wardhaugh, 1992, p. 117). For this reason, those who have immigrated to the U.S. at an early age often demonstrate a combination of cultural

continued p.14

attributes, a mix of those of their culture of origin and that of the United States. After being immersed for a time in North American culture, and especially if this immersion takes place at an early age, it is possible that some American gestural patterns become internalized and replace those of one's country of origin. Thus, adults having lived their childhood and adolescence in their home country were chosen for this study to ensure that the gestures that they exhibit were typical of their country of origin.

Data Collection

In commenting on the body language typical of Puerto Ricans, Carmen Judith Nine Curt (1984) notes "a smile is used with strangers in asking for information" (p. 14). Thus, each subject was approached by the researcher with an open smile. Rather than beginning the interview with the task question, I prefaced by asking: *¿Le podría hacer una preguntita?* (Might I ask you a small question?). The structure of this question reveals an interesting aspect of communication typical of some Spanish-speaking countries. Embedded within the question itself are three different markers for showing respect to the interlocutor. They include the use of the respectful form, the conditional tense and a diminutive suffix (Figure 1).

Figure 1 - Politeness Markers

le	*the Usted* (respectful) form. "In general, the use of *tú* marks the speaker's relative position of authority over the hearer, while the use of *Usted* conveys agreater degree of equality" (Bustamente-López & Niño-Murcia, 1995, p. 889)
podria	the conditional tense used to soften the request
preguntita	*-ita* is a diminutive suffix and as such, attempts to convey the message that the question (*pregunta*) will be 'small' (short)

After framing the request in a properly respectful way, the actual task was revealed. The subjects were asked to represent the height of a person using gestures. The exact question was: *¿Cómo demostraría Usted la altura de una persona usando gestos?* (How would you show the height of a person using gestures?). With several subjects, some clarification was necessary at this point. There was, at times, the need for a more specific description of the height of the hypothetical person and responses usually took the form of sentences like *alguien así como yo* (someone like me); *bajito como mi esposo* (short like my husband); and *tan alto/a como Usted* (as tall as yourself).

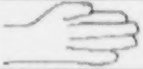
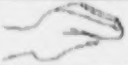
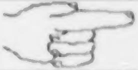
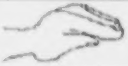
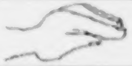
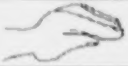
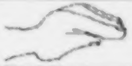
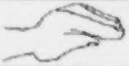
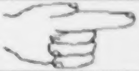
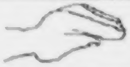
When all requests for clarification had been fulfilled and the subject was sure that he/she understood the task, he/she generally proceeded to produce a gesture accompanied by a verbal explanation of the gesture. The next task required the subject to produce a gesture for the height of an animal. Again, some respondents required more specific information, such as the type of animal, but once they had an image in mind, they produced a gesture combined with verbal comments.

After the gesture was given, some subjects were asked if they wouldn't mind being videotaped performing the same gesture. Those who knew the interviewer well did not hesitate to agree to such a proposal, while those informants who were strangers were invariably wary. For this reason, the only retrievable data from the study involved six recordings (out of 66 interviews) of different gestures. All other data were gathered post-interview in a running log with preliminary sketches of the hand gestures and a listing of demographic information (country of origin, age, age when arrived in country).

Results

The study included data from interviews with Spanish-speakers from eight different countries (Colombia, Dominican Republic, Ecuador, Honduras, Mexico, Peru, Puerto Rico, and El Salvador). The hand gestures were stable among subjects from a given country, with Mexico as an exception (two Mexican informants demonstrated gestures that were unlike any of the subsequent eleven that were presented. Due to the general homogeneity of gestures within a given group, I chose not to include this data in the Mexican results).

Figure 2 - A sample of the data log

country of origin	gender	age	age when arrived in U.S.	gesture for humans	gesture for animals
Colombian	M	34	21		
Mexican	M	23	22		
Honduran	F	53	43		
Dominican	F	45	20		
Mexican	F	42	39		

Most all gesture production (52 out of 66 interviews) was accompanied by verbal explanations or asides. Most of the comments that paralleled gesture production included deictics, or references which "relate utterances to the spatio-temporal co-ordinates of the act of utterance" (Lyons, 1977, p.636). These comments were meant to reinforce and explain the gestural information.

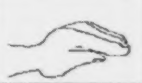
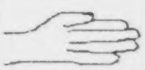
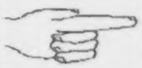
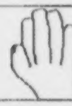
Gestures for both animal and human height mirrored those commonly used in the United States (palm toward floor) for Spanish-speakers in Central America and the Caribbean (Dominican Republic, Puerto Rico, and Honduras). The exceptions to this was a discrimination in Salvadoran and Mexican gestures between humans and animals. Due to these exceptions, no immediate conclusions with regard to this region can be reasonably made.

The data from South America, however, reveal a strong geographical pattern. Subjects from Colombia, Ecuador and Peru all used the same hand gestures for animals (palm toward floor) and humans (palm facing observer). A look at reasons for this pattern leads to an exploration of the history of this region both during pre-Colombian and conquest eras and the subsequent intermingling of both the Spanish and Quechua languages and cultures.

Possible Explanations for Results

The Spanish who arrived in the "new world" brought with them ideas and philosophies based on humanism, which was popular in Europe at the time of the conquest. There was a strong belief in the transcendence of the individual (Bono, 1991) and his superiority over nature (Sale, 1990). This system of beliefs accompanied the Spanish to the new world and, in many places, took root. This is possibly one explanation for the gestural

Figure 3 - Hand gestures for height

				
Colombian *n=17*	🐕			
Dominican *n=7*	🧍 🐕			
Ecuadoran *n=5*	🐕	🧍		
Honduran *n=6*	🧍 🐕			
Mexican *n=11*	🐕		🧍	
Peruvian *n=5*	🐕	🧍		
Puerto Rican *n=8*	🧍 🐕			
Salvadoran *n=7*	🐕			🧍

🧍 = human 🐕 = animal

> "The study of gestures, aside from providing insight into the mind-set of a culture, has the potential to strengthen second language curricula."

distinction between humans and animals. The horizontal-palm-facing-observer gesture made by northern South Americans, the pointing gesture of Mexicans and the vertical-palm-facing-observer gesture of Salvadorans all seem to imply a sense of respect shown for humans (a respect which is, in this gestural system, not afforded animals). However, Spain also conquered lands in the Caribbean and those respondents from Puerto Rico and the Dominican Republic (nor the Hondurans) did not employ such distinctions. Thus, Spain's humanism can not, on its own, explain the gestures.

In Latin America, the Spanish language met and mixed with indigenous languages (Klee, 1996). In the region which is now Colombia, Ecuador and Peru, the Inca empire was flourishing, and with it, the Quechua language (Carrasco & Céspedes, 1985). Quechua is a language that abounds with phrases linked to courtesy and rules of politeness (Niño-Murcia, 1992).

Interestingly, speakers of this present-day linguistic region "are perceived by Spanish speakers from other dialects as extremely polite." (Bustamente-López & Niño-Murcia, 1995, p. 886). It is possible that some of the politeness features of northern Andean Spanish come from an intermingling with Quechua. Thus, it is possible that this Quechuan politeness, combined with Spanish humanism lead to the unique South American gestures that were revealed in this study.

Implications for Language Teaching

The study of gestures, aside from providing insight into the mind-set of a culture, has the potential to strengthen second language curricula. The presentation of language in an integrated way (and combination of verbal and non-verbal language) would give students a clearer picture of both the language and the people who speak it (Gassin, 1996). Knowledge of the body language of a culture also adds to the total communication skills that a second language learner can count on to assist in conveying meaning in a language.

Many projects have been created which attempt to teach gestures in an integrated way in a language curriculum. Several Spanish-language textbooks, for example, provide drawings or photos of gestures in an effort to integrate cultural information into the material. Unfortunately, these "culture capsules" fail on two levels. First, given the nature of a textbook, the images are always static and two-dimensional. They restrict the gestures spatially and temporally, thus reducing a gesture that contains movement in space over a period of time, or repetitious gestures to a still version. Furthermore, many of these photos or illustrations are erroneous or stereotypical.

Technology has the potential to bring gestures into the third dimension, "real time" and, subsequently, the classroom. Projects such as Northeastern University's "Face-to-Face With Change" present elements of gesture, intonation, body movement and pacing using the technology of interactive video. This program "promotes the learning of total communication skills when dealing in-person with members of another culture" (Fidelman, 1996). Materials such as these provide teachers with authentic tools for bringing together culture and language, verbal and non-verbal. ■

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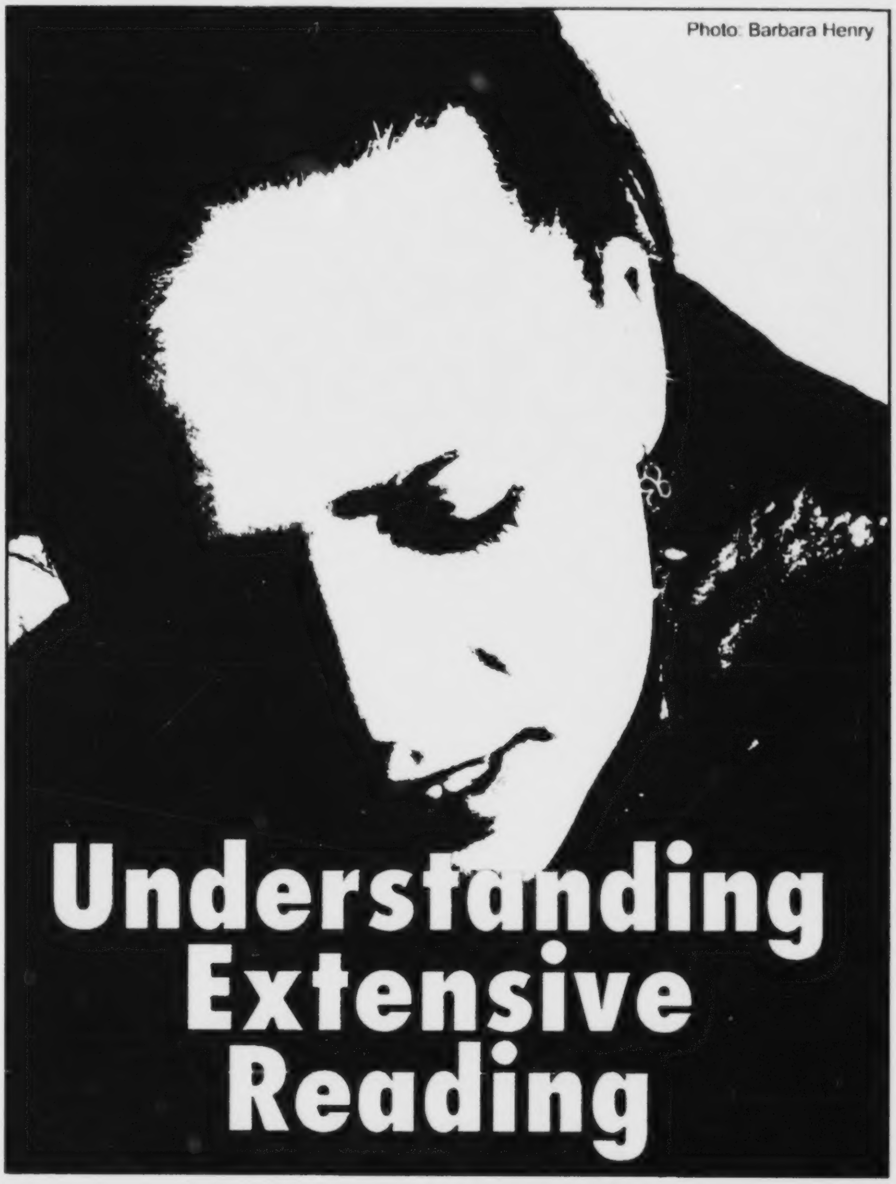

Photo: Barbara Henry

Understanding Extensive Reading

Richard R. Day argues that all foreign language teachers should be encouraging their students to read more

Extensive reading belongs in the foreign language curriculum. Students who read extensively in the foreign language not only become better readers and develop positive attitudes and motivation to read, but their competency in other aspects of the language increases. They write better, their listening and speaking abilities improve, and their vocabularies get bigger and better.

Extensive reading is appropriate for the learning of any language, not just English. Extensive reading can be used effectively in any type of foreign language program (e.g., an intensive program; a class that meets only once a week), and in a second language and a second language context (for example, learning Japanese in Japan). Extensive reading works with language students of all ages and all levels of both language and reading abilities, from beginners to advanced. The only assumption is that students are literate in their first language.

In this article, I introduce extensive reading and address the most frequently asked questions that language teachers have when they consider using extensive reading in their classrooms.

What is Extensive Reading?

In foreign language instruction, extensive reading may be most easily defined as students reading large quantities of easy material that is of interest to them. The reasons for this reading is the same as for any reading—enjoyment, general knowledge or specific information. When a language learner reads extensively, the focus is on the content, and not on the language.

In extensive reading, the main objective is reading in and of itself. Reading is its own reward. The reading materials do not form the basis of a language lesson; they are not used to illustrate a particular point of language. Since the focus is reading, and reading a great deal, students need to be interested in what they read. If they were not, it would be exceedingly difficult for them to do the amount of reading found in extensive reading programs.

One way to help ensure that students are interested in what they read is to allow them to select their own reading material. The teacher's job, then, is to have available to students a large selection of materials on a variety of topics, so as to make it easy for students to find something that interests them.

Another key part of extensive reading is the level of difficulty of the reading material. Students should be encouraged to read material that is easy for them. Students experience a great deal of satisfaction when they are able to read in a foreign language with understanding. When students read material with vocabulary and grammatical structures that are too difficult for them, they become frustrated, and lose the motivation necessary to continue reading in their new language. Who enjoys stopping to look up a large number of words in the dictionary or trying to figure out a strange or unknown syntactic structure?

There is another reason why students should read material that is well within their reading comfort zone. It builds up their confidence. Students discover that they can

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read in the foreign language and that it is a pleasurable experience.

It is important teachers guide their students as they read extensively. They must be on the look out for students who attempt to read outside their comfort zones consistently. In addition, they need to make sure that their students read progressively more challenging material as their comfort zones expand. Some students will discover on their own that material that was once difficult for them has become well within their linguistic and reading abilities. Others will need to be guided by their teachers. Also, students need to be made aware that, generally, reading materials at higher levels are more interesting.

Extensive reading can be summarized by ten principles:

1. The reading material must be easy. Students should know most of the vocabulary and grammar. Dictionaries should rarely be used while reading because the constant stopping to look up words makes fluent reading difficult.

2. A variety of reading material on a wide range of topics must be available. The success of extensive reading depends largely on enticing students to read. A large extensive reading library ensures that there will be material of interest to all learners.

3. Learners can choose what they want to read. This is the heart of extensive reading. Also, students should be encouraged to stop reading material that is too easy or too hard, or that is boring.

4. Learners ought to read as much as possible. The most critical element in learning to read is the amount of time spent actually reading. While most reading teachers agree with this, generally, in intensive reading programs, students are not given the opportunity or incentive to read, read, and read some more.

Photo: Mike Panic

"Some students will discover on their own that material that was once difficult for them has become well within their linguistic and reading abilities. "

5. The purpose of reading should be related to pleasure, information and general understanding. These purposes are determined by the nature of the material and the interests of the student.

6. Reading must be its own reward. The learners' experience of reading the text is the goal of extensive reading. Thus, extensive reading is not usually followed by comprehension questions. However, teachers may want their students to engage in follow-up activities based on their reading (see Bamford and Day, (2003) for a wide variety of extensive reading activities for teaching foreign language.

7. Reading speed should be faster rather than slower. Reading fluency generally results when learners read books and other material they find easily understandable.

8. Reading should be individual and silent. This is in stark contrast to the way classroom texts are used to teach language or reading strategies or read aloud.

9. Teachers must orient and guide their students. Because extensive reading is so different from intensive reading, Students need to be introduced to it. Teachers might want to explain its benefits and methodology. They might also tell students that a general, less than 100%, understanding of what they read is appropriate for most reading purposes

10. The teacher should be a role model of a reader. The teacher needs to be an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader. (Day and Bamford, 2003)

What Happens When Students Read Extensively?

The results from language programs in a wide variety of circumstances and settings provide a great deal of information about what we can expect when students read extensively in a foreign language. Nation (1997) and Day and Bamford (1998,

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pp. 32-39) have summarized the bulk of published literature roughly into two categories: affect and ability in the foreign language.

Affect is most easily described in terms of attitude and motivation. The defining characteristic of attitude is an evaluative aspect—the positive or negative manner in which a person reacts to another person, an activity or something else. For example, a student with a positive attitude toward learning a foreign language would react to role-play activity in the foreign language very differently from another student whose attitude towards learning the foreign language is negative.

Motivation is somewhat different from attitude. Motivation is what makes us do (or not do) something. Attitude influences motivation. Students with positive attitudes toward learning a foreign language are likely to have positive motivation—and they would be eager to try to learn it.

Attitude and motivation have long been recognized by language teachers and researchers as critical in successful language learning. It is significant, then, that studies of students who read extensively in a foreign language establish that the students develop positive attitudes toward reading in the language and become eager readers. This interest in reading in the foreign language often spreads to other aspects of learning. For example, one of the students in Victoria Rodrigo's investigation of university students studying Spanish in the United States reported, "Reading stimulated my interest in learning the language" (1995, p. 13).

When it comes to ability in the foreign language, not only does overall proficiency increase, but so do vocabulary, reading, writing, listening and speaking. Gains in these aspects of language learning are reported from both second and foreign language learning contexts, with varying degrees of time and different populations. Some programs were studied for a year, while one program was conducted for only four weeks.

These gains in foreign language ability were achieved in extensive reading programs, situations somewhat different from integrating extensive reading into existing courses. However, we believe that improvement in foreign language competence can be achieved when students read extensively over time, regardless of the specific focus on the course. Importantly, gains are not limited only to reading ability but are achieved in all aspects of the foreign language.

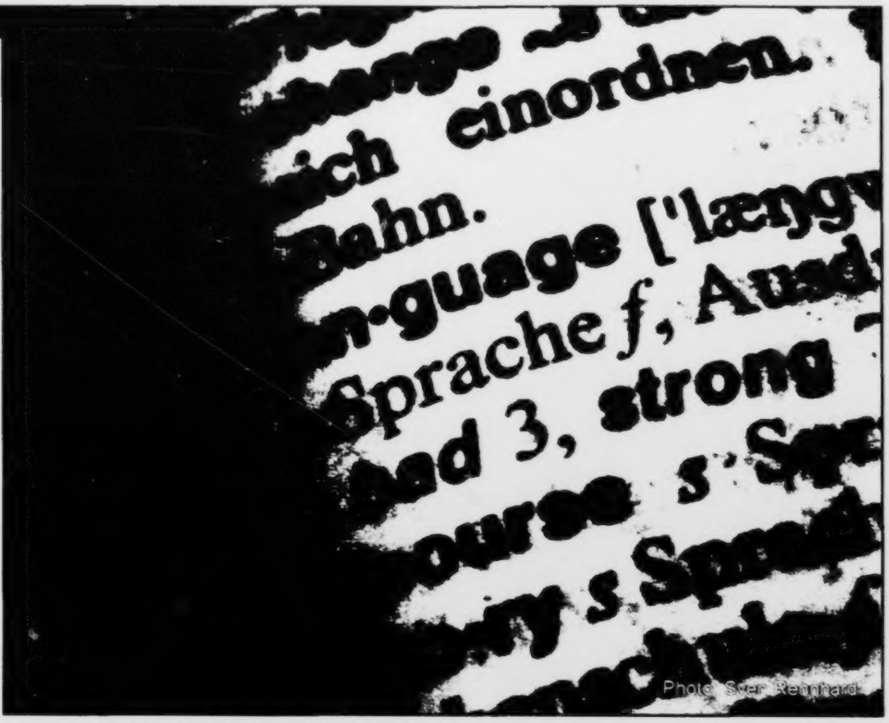

Photo: Sven Reinhard

Why Should Teachers Go to the Trouble of Using Extensive Reading?

Adding anything to an already crowded syllabus inevitably causes problems. The payoff is worth the extra effort. Encouraging students to read extensively will result in a substantial increase in affect—positive attitudes and increased motivation. They will come to their foreign language classes ready and eager to learn. In addition, the reading they do will consolidate and increase their abilities in the foreign language.

If all of that is not sufficient, there is more. Foreign language teachers who integrate extensive reading into their courses and classrooms develop themselves professionally. They will expand their horizons and their capabilities as language teachers as they simultaneously enrich their curricula.

Shouldn't We Leave Reading to the Reading Teachers?

Foreign language teachers who have not taught reading might be concerned that they aren't reading teachers, and that they simply do not know enough about the theory and practice of reading to be effective teachers. This is a reasonable concern. However, with good preparation teachers can easily integrate extensive reading into their teaching. I believe that understanding and putting into practice the information presented and discussed in referenced texts will enable teachers to use extensive reading effectively.

Moreover, reading does not have to be —indeed, should not be—confined to the reading classroom. Reading is a skill that can be profitably used in all language classrooms. I regard this as extensive reading across the foreign language curriculum, in which reading is used not only as an end in its own right but also as a vehicle to consolidate and advance other aspects of foreign language learning.

Conclusion

There are difficulties and problems in trying to change ideas, beliefs and classroom practices. Teachers generally do what they do because they are comfortable and their students learn. At the same time, effective teachers are always on the lookout for ways to improve their teaching and help their students learn better. Integrating extensive reading into any language curricula is one of these ways. ■

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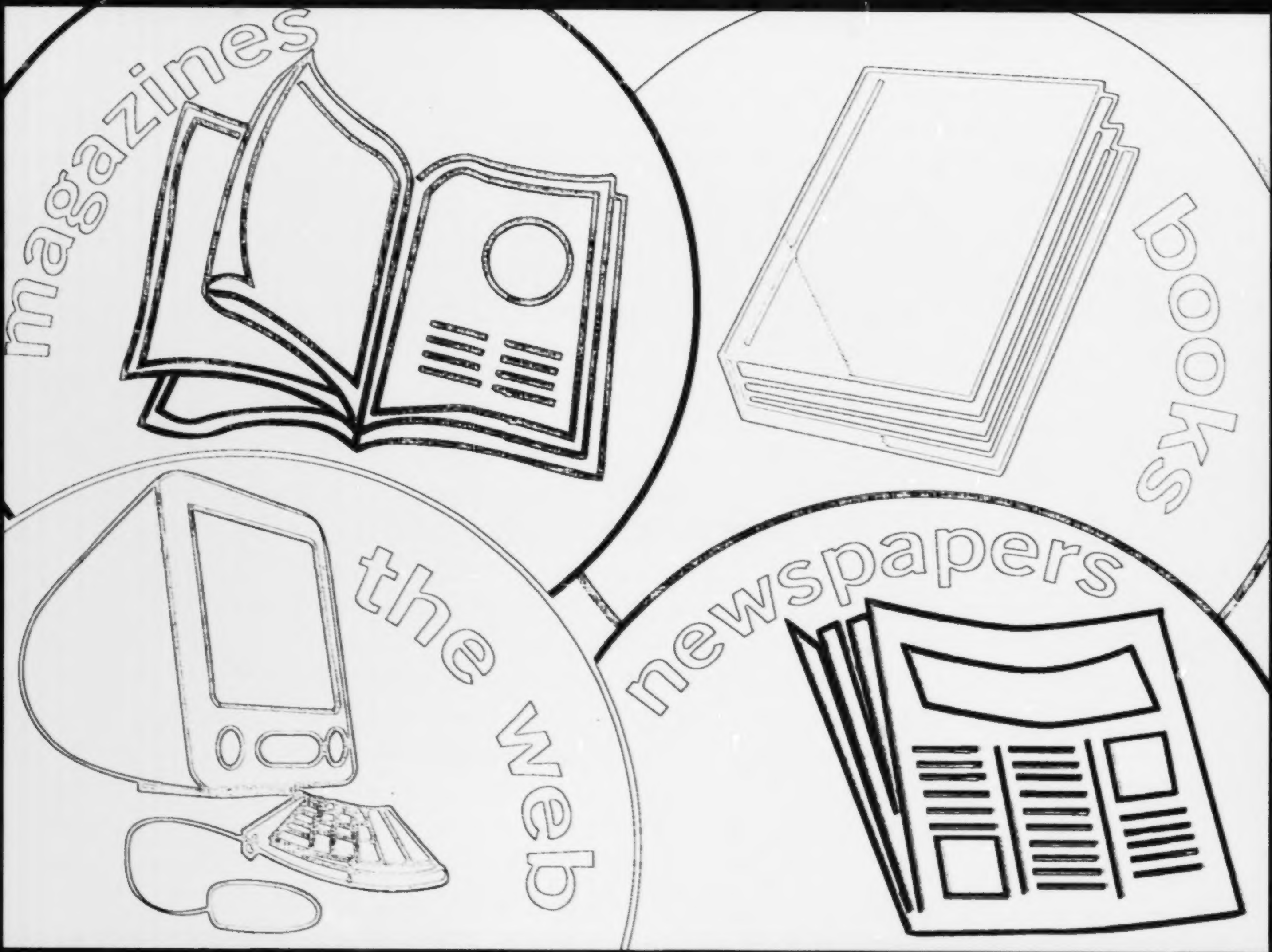
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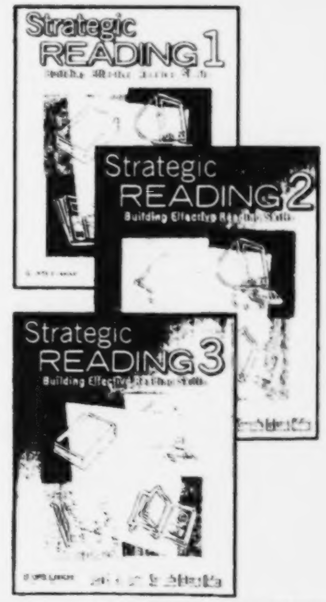
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Make Every Child Bilingual?

Domenico Maceri explains why children are better off speaking two languages rather than just one

The two blond girls were selling cookies for Pacheco Elementary School, in San Luis Obispo, California. Since I knew that Pacheco was a dual-language school, I asked them in Spanish how much the cookies were. The girls switched effortlessly into español and gave me the information I wanted.

Actually they gave me more than I needed. My question was designed to see how well they spoke Spanish. They had had three years of dual-language instruction—half in English and half in Spanish. Their English fluency was typical of American girls; their Spanish was not quite at the same level but good enough to be the envy of any of my second-year college Spanish students. Dual-language schools, unlike the traditional bilingual educational programs, teach subjects in two languages and their goal is to develop fluency in both languages. Recently, a bill was introduced in the California legislature that would make every child in the state bilingual. The proposal, written by Sen. John Vasconcellos, is part of the new California Master Plan for Education. The implementation would occur in phases, perhaps over a ten-year period. Students would begin the study of a foreign language in the elementary grades and continue it into high school.

California virtually eliminated bilingual education several years ago in favor of an "immersion" program. Traditional bilingual education was aimed at immigrant kids as a transition mechanism into standard English. Its goal was not to develop fluency in two languages but rather to ease immigrants' kids into English-only instruction by avoiding the "sink-or-swim" approach. The new plan, on the other hand, is aimed not just at immigrant kids but all California schoolchildren. The idea is that in a multicultural state and in a global economy, one language is not enough. Dual-language schools teach all academic subjects in two languages. Typically half of the students speak one language at home and the other half another. Half of the instruction in a school day is carried out in one language, the other half in the other. It's a slow process but certainly an effective one particularly when it begins in the early grades.

According to Suzanne Flynn, a professor of linguistics at the Massachusetts Institute of Technology, kids growing up with two languages have "distinct advantages" over monolingual ones. The extra work bilingual kids have to do as they switch from one language to another gives them a "plasticity " of the brain, which helps their educational development.

Bilingual children recognize that just as there are two ways to say something, there are also two ways to learn and solve problems. This mental agility is evident in learning foreign languages. Just as it's easier for someone who knows how to play a musical instrument to learn a second and a third, thus it is also easier for someone who knows a second language to learn a third, or even a fourth. Learning Pashto or Dari, the two major languages of Afghanistan, would be very difficult for monolingual English speakers. For someone who knows French or Spanish in addition to English, the new language, while still a challenge, would certainly be a lot easier, and the time to achieve fluency could be cut considerably.

Standardized tests confirm the intellectual ability of bilingual over monolingual children. According to a 14-year study by George Mason University, in Virginia, students educated in dual-language schools outperformed their peers in monolingual English schools.

Of course, not everyone favors the new California plan. Ron Unz, the California software entrepreneur who spearheaded anti-bilingual education initiatives in California, Arizona, and Massachusetts, called the plan "pie-in-the-sky nonsense." And Jim Boulet Jr., executive director of English First, a group dedicated to declaring English the official language of the country, said that the focus should be on English because there " are only so many hours in the day."

Boulet may have it right. If California's (and America's) children are to become educated and compete in the global economy, we need to find the time and make a foreign language become a basic subject alongside of English and math as every other industrialized nation has done.

Recent world events have made it clear that just knowing English threatens our security. To be safe and prosper, ours kids need to go beyond English only. Bilingualism will also have another important benefit. It will teach children the common humanity we have regardless of what language people speak. ■

Domenico Maceri, Foreign Languages Dept., Allan Hancock College, Santa Maria, California

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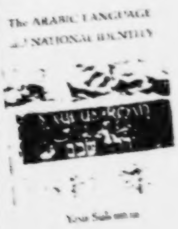

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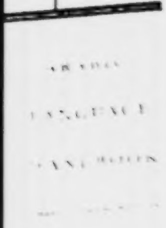

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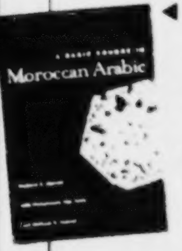

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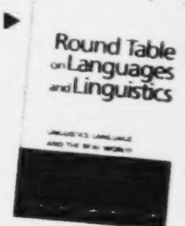

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The 18th century writer, Samuel Johnson, is celebrated around the English speaking world as the compiler of the language's first dictionary, "a task that requires neither the light of learning, nor the activity of genius" as the good Doctor referred to it himself. **Natasha McEnroe** explains how the *Dictionary of the English Language* came into being and the significance of Dr. Johnson's House to the history of the English language

Dr. Johnson's House lies to the east of Gough Square, situated in the heart of the City of London. Fleet Street, once the center of literary London, now has few reminders of the city that Samuel Johnson knew. Yet, turn off the main thoroughfares into the quiet lanes and walkways, and you will find the layout has changed little since medieval times. Away from the bustle of Fleet Street, Dr. Johnson's House gives those in the know a welcome respite from the pressures of modern living.

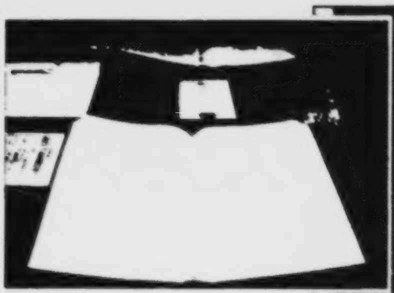
The large eighteenth century town house is considered by many to be a shrine to the English language, as it was here that the first dictionary was compiled. Samuel Johnson (1709–1784) had first come to London from his home in the Midlands in 1737 with the ambition to make his name and to earn enough money to support himself and his wife, Tetty. He began by writing for *The Gentleman's Magazine*, then based in Clerkenwell, and proceeded to build up a reputation as a writer, and a great man of words. When the idea was first suggested to produce a *Dictionary of the English Language*, Johnson was an obvious person to approach. A syndicate of seven booksellers, who had joined together to produce this great work as a business venture, paid him a lump sum of $2,500.00 from which he had to cover all expenses including the rent of the house in Gough Square.

Initially, Johnson had estimated that it would take only three years to compile the Dictionary, despite the fact that it had taken all forty members of the French Academy forty years to complete the *Dictionary of the French Language*. When challenged with these figures, Johnson replied with characteristic drollness:

"Sir, thus it is. This is the proportion. Let me see; forty times forty is sixteen hundred. As three to sixteen hundred, so is the proportion of an Englishman to a Frenchman." In fact, Johnson was proved to be unduly optimistic, as the Dictionary in reality took him nearly ten years to produce. The finished work was massive; over 40,000 words defined, with etymologies given, one or several clear definitions, and over 114,000 illustrative quotations, to give a greater understanding of the word. The first edition consists of two large folio volumes, and a facsimile version of this is on display at Dr. Johnson's House for visitors to pull up a chair and browse through.

Johnson moved to Gough Square in 1747, shortly after being commissioned to write the Dictionary. The house was ideal on several counts; it was situated very close to his printer and it was large enough to be both a home and a place of work. The top floor consists of one large room, which acted as Johnson's workroom. During Johnson's stay, the house would have thrummed with activity, messengers running up and down the stairs, doors opening and closing, and people knocking at the door, demanding to

THIS IS THE IDENTICAL PAIR OF
SPECTACLES WORN BY
Dr SAMUEL JOHNSON
1783



Visitors to the Dr. Johnson House (left) examine a facsimile copy of the Dictionary of the English Language (above) and his collection of books (right). His spectacles are preserved in a display cabinet (top). Photos: Richard Ward

see the great lexicographer.

Johnson did not make the acquaintance of James Boswell, who wa to become his most famous biographer, until 1763, five years after he left Gough Square. Their first meeting was not auspicious. Johnson could appear unfriendly to those who did not know him, and had a well-known aversion to the Scottish. When Boswell explained that he was Scottish, saying waggishly:

"Mr. Johnson, I do indeed come from Scotland, but I cannot help it."

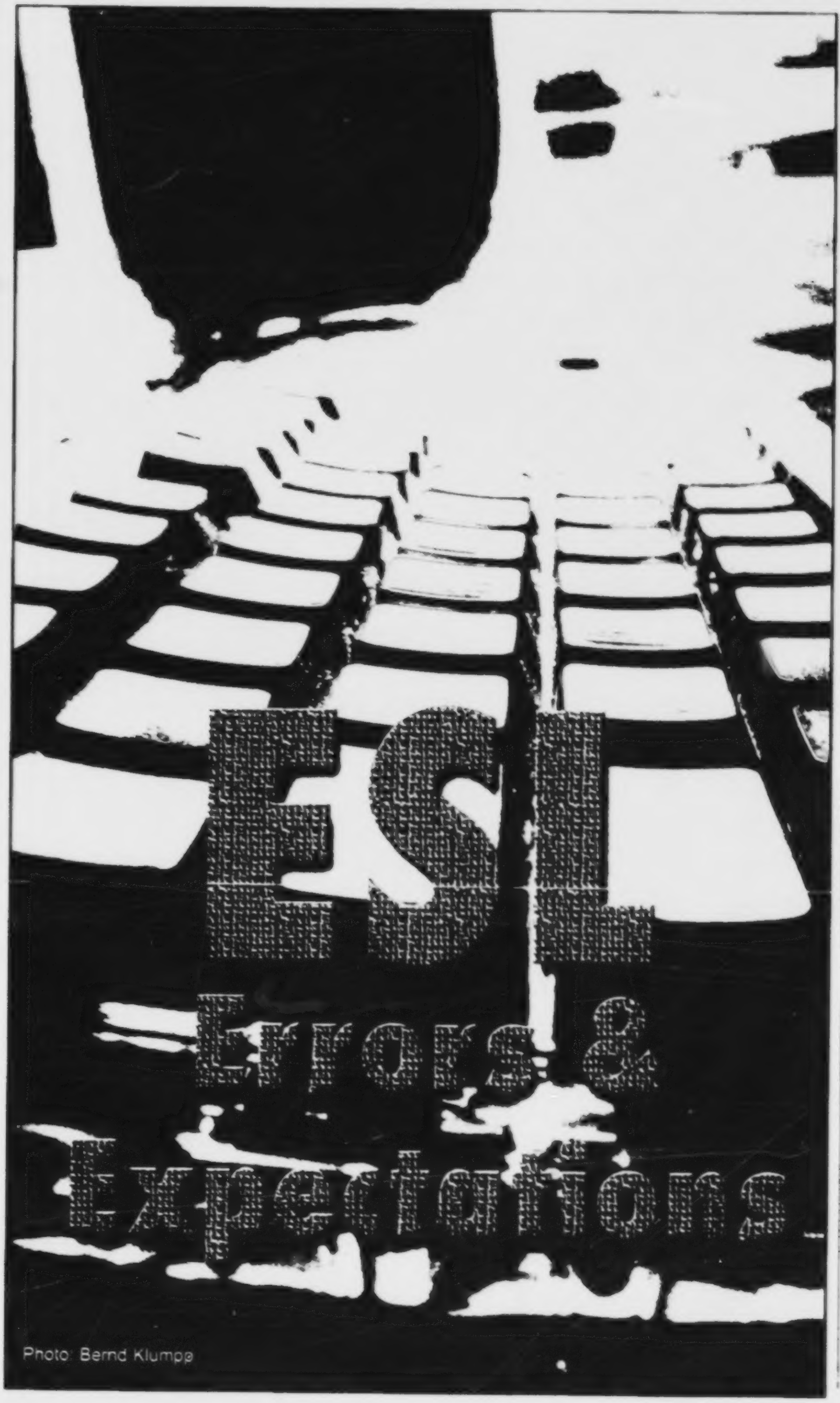
Johnson retorted: "That, Sir, is what a very great many of your countrymen cannot help."

However, despite this unfortunate beginning, Johnson soon became very fond of Boswell, and they enjoyed many dinners and meetings of the Literary Club together. Boswell's *The Life of Samuel Johnson* is arguably one of the best biographies in the English language, and is full of incident and anecdote.

Dr. Johnson's House is remarkably unchanged; the paneling and the fine pine stairs are the same that Johnson knew, and even details such as the door handles are in situ. It was built at the beginning of the eighteenth century and has four floors and a basement level. It is extraordinarily atmospheric, and one senses the shades of Johnson and his friends in every room. The house is still a center of activity today, with thousands of visitors every year, special events such as musical evenings and performances take place in the Dictionary garret of an evening, and it is also available to be hired for private parties. ■

Natasha McEnroe is the Curator, Dr. Johnson's House. You can find out more about the House by visiting www.drjohnsonshouse.org and much of Johnson's work—including *The Plan of an English Dictionary* (1747)—is available online at Jack Lynch's website: http://newark.rutgers.edu/~jlynch/Johnson/

Dr. Cynthia Schuemann, **Carmen Bucher** and **Steven Donahue** report a groundbreaking, linguistic study of the writing levels of English as a Second Language (ESL) students at the Miami-Dade Community College North Campus in the Fall of 2002 using ETS Technologies' Criterion™ Software



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Writing Right

The heart of the "problem of language," should involve helping our students communicate more effectively in written English by figuring out those structures that allow them to pass from one academic level to the next. Using ETS Technologies' Criterion™ software as a starting point, we focused on analyzing hundreds of ESL essays during the course of a semester for concrete vocabulary and grammatical features or the chess pieces of writing (modal, tense, transitions, subordinators, and so on), which can help second language students achieve a higher level of proficiency.

In the digital age of the word processor, the concept of "error," has been altered forever. Now the problem of written prose can many times be simply giving the computer enough material to help whip it into grammatical form. In addition, "expectations" have undergone a parallel revolution. As a matter of course, teachers and supervisors now expect writers to know how to use digital tools ranging from spell checking to PowerPoint. Of course, what will always remain constant is the composition of an idea from writer to reader—the music of going from idea to essay.

Over the course of a single semester, 748 essays in response to a writing prompt about the benefits of college, were gathered into a digital corpus of 129,260 actual words, and arranged in ascending EAP (English for Academic Purposes) proficiency order. A central benefit of this analysis is that the essays were scored according to accepted ESL/EAP levels with the TOEFL (Test of English as a Foreign Language) yardstick as defined by using ETS Technologies' Criterion ™ software by participating students online at the M-DCC writing lab.

Afterwards, using concordance software, it was determined that the average essay by M-DCC college students at the North Campus for this investigation had these characteristics:

- A dictionary of the ESL students' actual use of words would be very slim indeed: a mere 1,936 words.
- The average M-DCC student produced

continued p. 28

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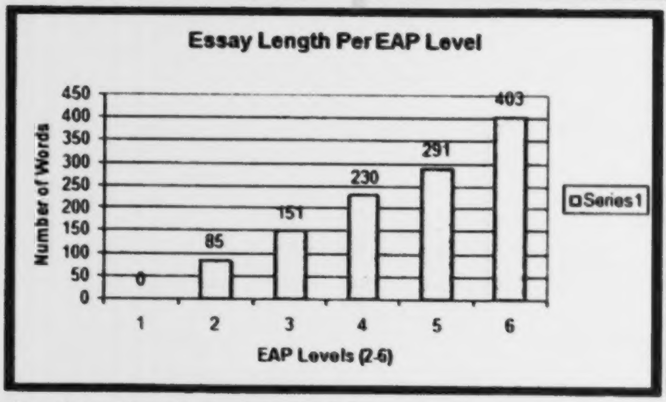
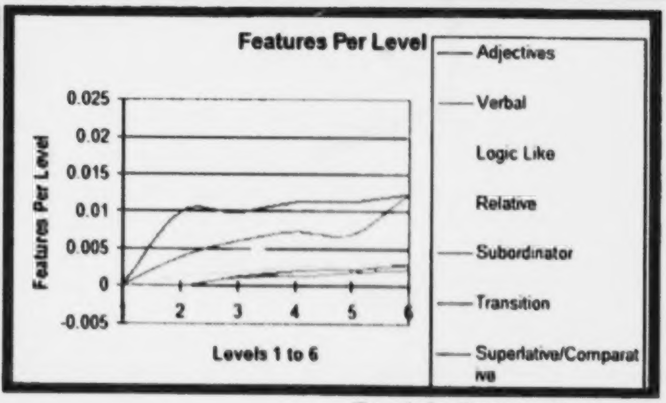


Graph 1: Essay Length by EAP Level



Graph 2: Features Per Level

from p.26

level 3 writing of an average of 182 words.

- Of the 748 student submissions, less than 5% of the overall students produced level 6 papers with an average of 403 words.
- The most frequent words used were "to," "a," "and," and "in."
- The most common adjectives were "good" and "new".
- The most common adverb was "very."
- The most used comparative was "better." superlative was "best."
- The most common verbs were "is" and "attend".
- The most common relative was "that."
- The most frequent subordinating Conjunctions were "if" and "when."
- The most frequent modal was "can."

Highlights

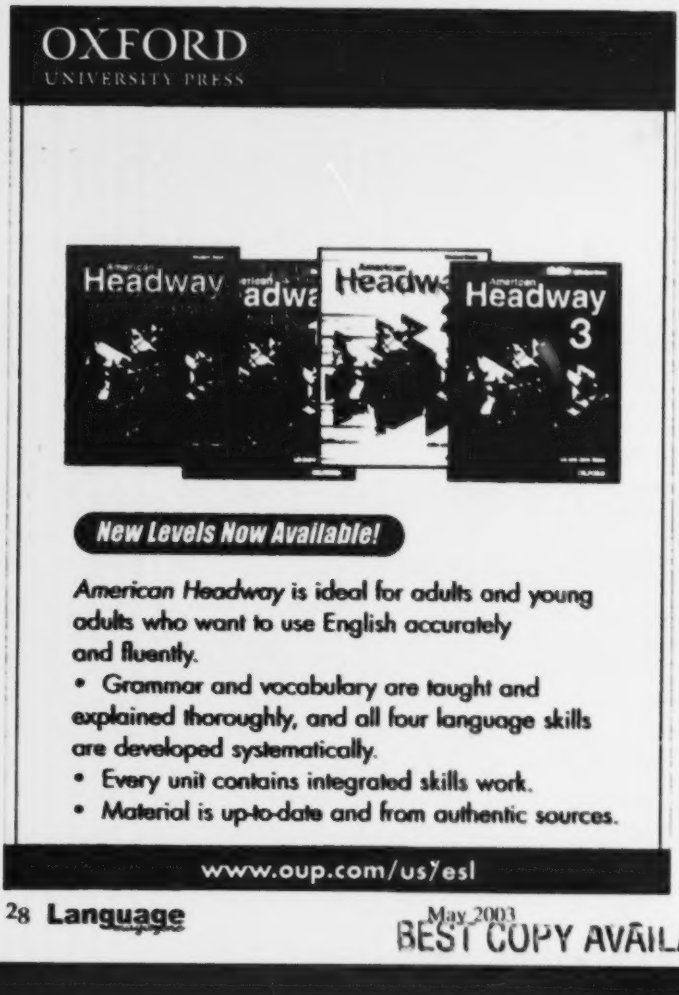
Generally, ESL writing is "simpler," in terms of its use of limited vocabulary, few adjectives, almost no superlatives, few modals, and an avoidance of subordination. In addition, lower levels tend to recycle the words of the topic a great deal.

The 129,260 words are represented by 1,936 unique lexical entries, spread across various grammatical categories.

Adjectives: The writers used about 117 different types of "adjectives". The top five represent about 59% of usage : "good" (21%) " new"(18%) "important" (12%) "high" (6%) "hard" (2.5%)

Articles/Conjunctions: In these categories, the most common were: "the"/"and".

Modals: The most common modals were: "can" (21%) "would" (3%) . "ought" is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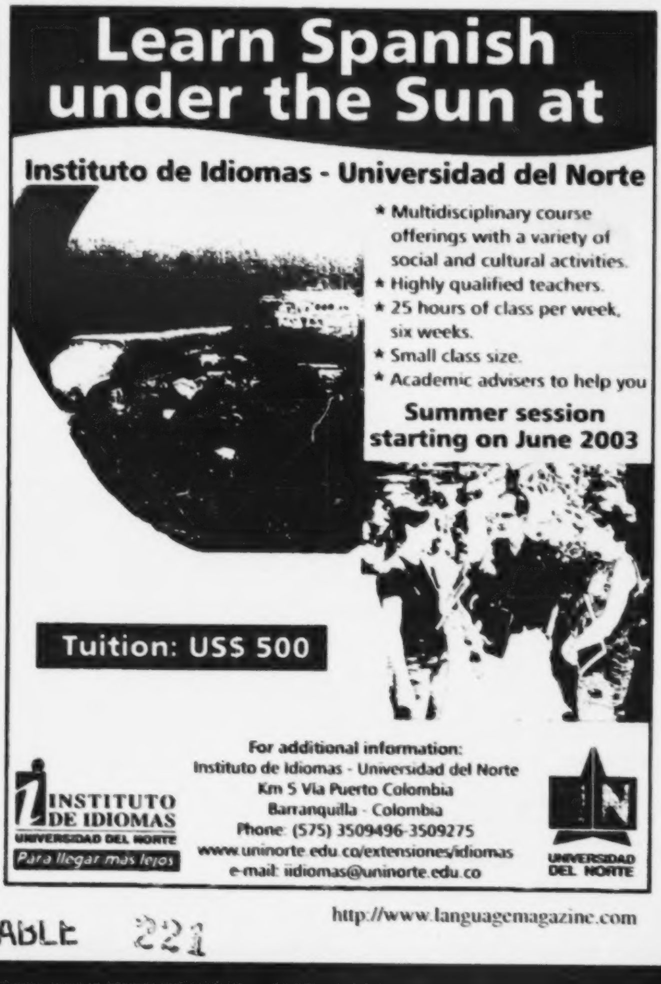
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Table 1: Feature Properties per Level

Feature /Level	2	3	4	5	6
Adjectives	0.0039	0.006	0.0073	0.007	0.0123
Verbal	0.0014	0.0018	0.0026	0.0029	0.0029
Logic	0.002	0.0046	0.0055	0.0068	0.0081
Relative	0.0095	0.0122	0.0146	0.0143	0.0202
Subordinator	0.0001	0.0012	0.0013	0.0018	0.0022
Transition	0.0099	0.0099	0.0112	0.0112	0.0124
Superlative	0.0001	0.0013	0.0021	0.0023	0.003
Average Essay Length per Level	85	291	230	291	403
Total Words per Level	14,731	40,746	36,324	22,075	15,384

non-existent. "may" and "might" are rare.

Adverbial: The most common adverbials included: "very" (10%) .

Interrogatives: The most common interrogative was: "why" (32%)

Coordinating Conjunctions: The most common connectors included: "or" (24%) and "so" (4%). Not a single student used the word "yet."

Nouns: Only about 852 unique nouns were used in the corpus by the students, including variations in spelling and number. The top 16 nouns represented 15,495 words or 51% of the Noun Category of 30,842 words:

Prepositions: There were 33 different prepositions used 17,732 times.

Pronouns: Pronouns were used about 11,977 times.

Relatives: The use of "that" outpaced "which" by over 10 to 1:

Subordination: The use of words that might imply the use of subordination was led by the words "when" and "if". The corpus was comprised of approximately 13,000 sentences, so this gives an indication that M-DCC ESL students use subordination less than 10% of the time in all the analyzed sentences.

Comparatives/Superlatives: The use of superlatives was extremely rare and dominated by the word "best" (88%). In fact, only five superlatives were used. 81% of the comparatives were represented by a single word: "better".

Verbals: There were about 467 "verbals" used, including participles and infinitives (and –s endings). The top 10 verbs were led by "attend" and "want", responsive to the single prompt: Reasons to Attend College.

Essay Length: Essay length increased dramatically from Level 2 writing (85 words) to Level 6 writing (403 words).

Conclusion

The analysis of the data seems to shows that predictions can be made about the level of a student's writing based on both length and a matrix of features as in Table 1. Perhaps successful student writing falls in between two metaphors: playing the violin (expectations of fluency) and chess (error-free grammar). Like the violin, it must be composed spontaneously with plenty of intonation. And like chess, once enough words are there, they must be "glued" together with a tight set of logical skills. (Graph 2). Delivering just the right combination of violin or chess lessons to students at their particular level of need has been the motivation behind this analysis. We now have heightened awareness for students to stretch themselves in their language use choices and in writing longer passages. These findings document concrete elements of better writing for ESL students helped by the use of ETS Technologies' Criterion ™ software. ■

For a full report, contact: steven@languagemagazine.com
For additional information on ETS Technologies' Criterion ™ see http://www.etstechnologies.com

Dr. Cynthia Schuemann is the Chairperson for ESL and Foreign Languages at Miami-Dade Community College, North Campus. Steven Donahue is ESL faculty and features editor of *Language Magazine*. Carmen Bucher is director of the ESL Learning Resource Center.

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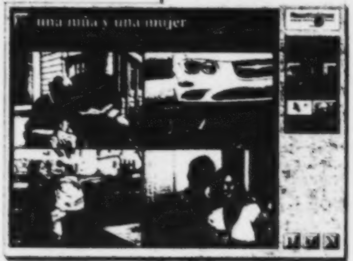

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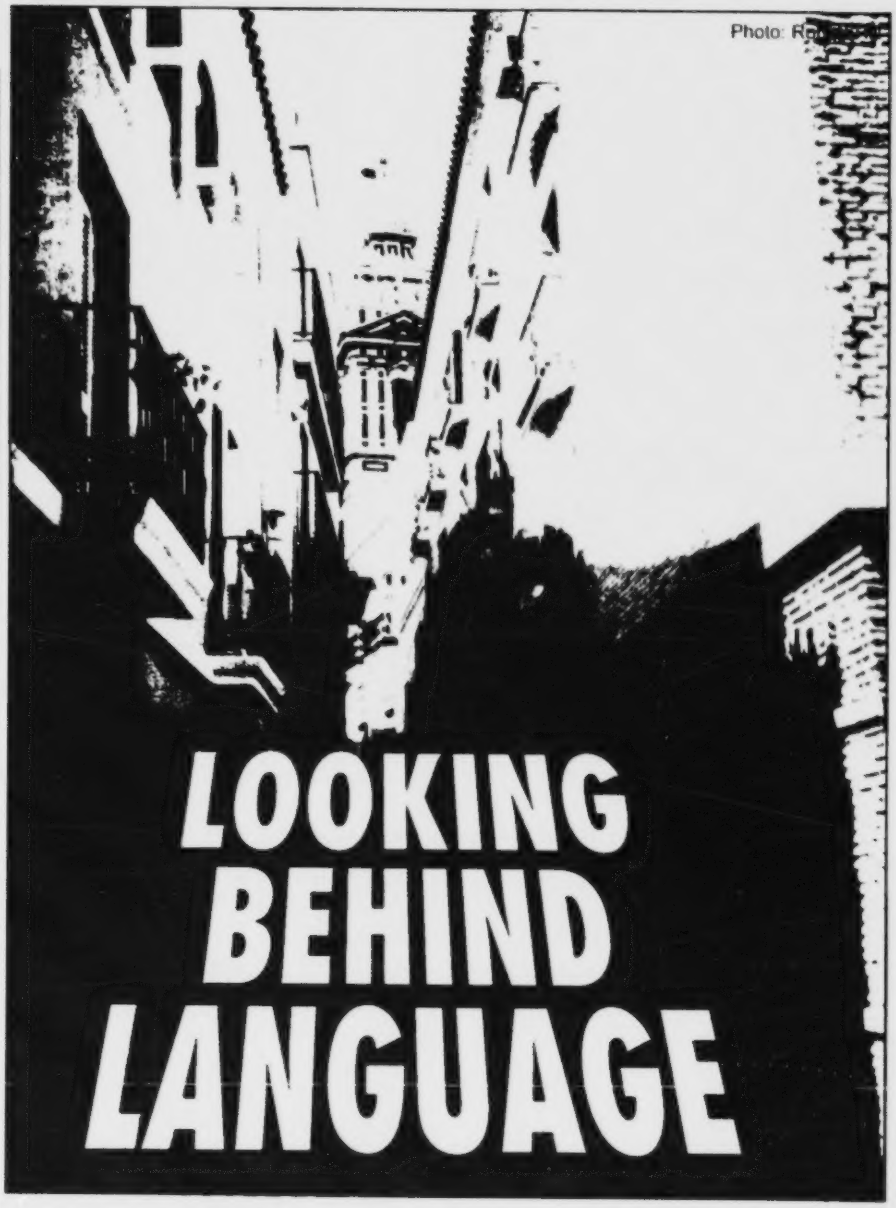


Photo: Ro

LOOKING BEHIND LANGUAGE

Depth of knowledge is the key to being an effective Spanish language teacher according to **Vickie Ellison**

Why should native Spanish-speakers be taught in Spanish? Why should native Spanish-speakers need their own classes? Wouldn't they do just as well in a Spanish as a foreign language class?

Putting a native Spanish-speaker in a Spanish as a foreign language class is like putting a native English-speaker in an English as a Second Language (ESL) class. A class of Spanish for Spanish Speakers is the same as an English class—but the language used is Spanish rather than English.

Figure 1 gives a comparison of the different priorities of classes for Spanish for Spanish Speakers and those for whom Spanish is a foreign language. Courses in Spanish for Spanish Speakers concentrate on literacy development whereas the focus of a Spanish as a foreign language class is on building vocabulary and other basic language skills.

So the choice of classroom materials depends on the goal of the course. Non-native Spanish-speaking students would have a difficult time understanding a text written almost exclusively in Spanish especially at the Spanish I or Spanish II level in high school. Textbooks in English would do little to develop literacy in Spanish for native Spanish-speakers.

Teachers should be aware of the differences between Spanish for Spanish Speakers and Spanish as a foreign language. Teaching Spanish for Spanish Speakers requires knowledge of:

1. Subject Matter
2. Pedagogical Content (the ability to group subject-matter into understandable units to facilitate student learning) and,
3. Cultural Awareness.

These three types of knowledge can be seen as the rings of a tree (see Fig. 2) with knowledge of self at the core. Knowledge of self is at the core because teachers need to know themselves well enough to understand and to accept their strengths, weaknesses, likes, dislikes; beliefs about students, beliefs about teaching, beliefs about their ability to teach in general, and to teach in Spanish in particular, taking into account personal biases before they can know and understand how to teach others.

Knowledge of the subject matter, in this case, Spanish, is secondary because in order to teach a subject a teacher must have knowledge of that subject. Knowledge of Spanish is crucial—it should be both profound and extensive.

Pedagogical content knowledge involves taking knowledge of the subject matter (Spanish) and breaking it down into understandable units for the students. Having a firm grounding in pedagogical content knowledge allows a teacher to tailor lessons to the particular needs of the students.

Knowledge of the students' culture and the students themselves allows the teacher to make the lessons specific to the needs of the students and make the lessons purposeful to the students.

The groundwork has been presented for the professional knowledge framework for non-native Spanish-speaking teachers. It is important to reiterate that this represents surface manifestations of far more complex phenomena going on under the surface of a teacher's practice. There is a danger in the presentation of figures, in that it is easy to

Figure 1: A comparison of the priorities of Spanish for Spanish-speakers and Spanish as a foreign language

Spanish for Spanish-speakers	Spanish as a foreign language
Students possess varying levels of of proficiency in speaking, reading, writing, and listening in Spanish.	Limited or minute knowledge of Spanish.
Literacy development in broad skill areas of reading, writing, speaking, and listening.	Focus on vocabulary and basic grammar in order to develop proficiency.
Development of appreciation and pride in students' own cultures (heritage language and heritage culture).	Promotion of an appreciation/ understanding of different cultures.
Students tend to be non-dominant members of society.	Students tend to be members of the members of the dominant society.
Text and other learning materials are almost exclusively in Spanish.	Text and other learning materials are generally in English with examples in Spanish.

> "The rich knowledge teachers have about teaching SSS is difficult to access because it may occur deep within the mind of the teachers."

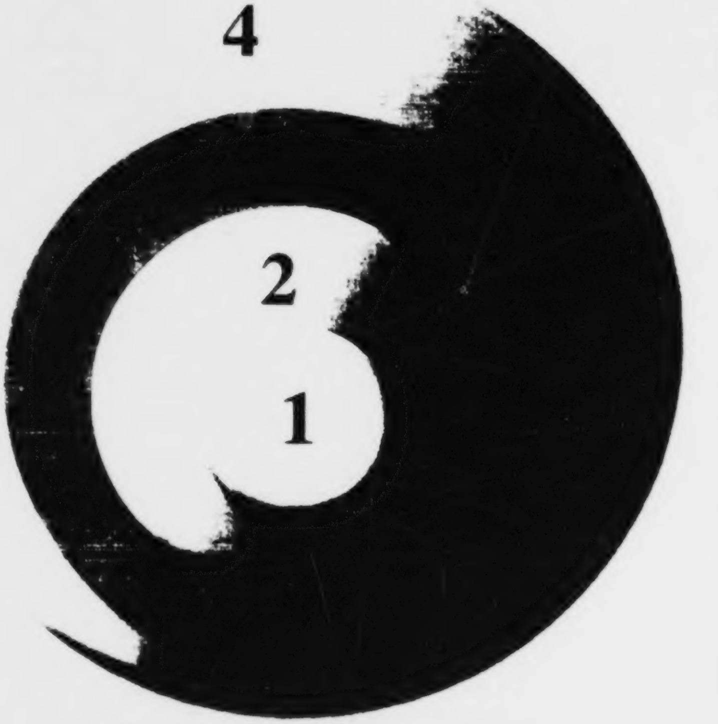
over-simplify the complexity of the nature of knowledge. The goal in the study (Ellison, 2002) had been to scratch the surface of knowledge that non-native Spanish-speaking teachers need. This framework is not complete and needs to incorporate the layers of teacher knowledge yet to be explored. At this time, it is possible to investigate the effects of knowledge, those aspects that can be observed as well as those that teachers themselves can describe. The goal of my study (Ellison, 2002) was to understand perspectives and knowledge of the participants, in particular. To a lesser extent, the survey was designed to investigate the private knowledge of teachers who work closely with Spanish-speaking students. Once this private knowledge is made transparent and public, "we can say it and write it down, we can share it and discuss it with others." (Kennedy in Raths & McAninch, 1999, p. 31). Much of the knowledge about teaching SSS has been done by teachers themselves as they taught in their classrooms. Teachers who teach SSS have a wealth of knowledge waiting to be explored, and it deserves to be made "public." The rich knowledge teachers have about teaching SSS is difficult to access because it may occur deep within the mind of the teachers. Currently it is mainly through observations and interviews that the effects of knowledge can be documented

and pattern recognitions can be made. Kennedy (1999) has developed the term "teacher expertise" to talk about teacher knowledge. She defines expertise as knowledge governed by both "expert" knowledge and by craft knowledge (1999, p. 37). Kennedy defines craft knowledge as the private process of predictions and outcomes or through experiences and expert knowledge as propositional, public, testable and contestable. Expert knowledge is a group knowledge and a shared knowledge distinct from craft knowledge, which is experiential and held privately by each individual.

Kennedy's notion of teacher expertise was confirmed in my observations of participants and from interviews with them as well as the responses to the survey instrument. There is a skill to exemplary teaching,

continued p.33

Figure 2 Teacher Knowledge Tree



Code:
1 - Knowledge of Self
2 - Subject-Matter Knowledge (Spanish)
3 - Pedagogical Content Knowledge
4 - Cultural Awareness Knowledge
- Knowledge of Learners

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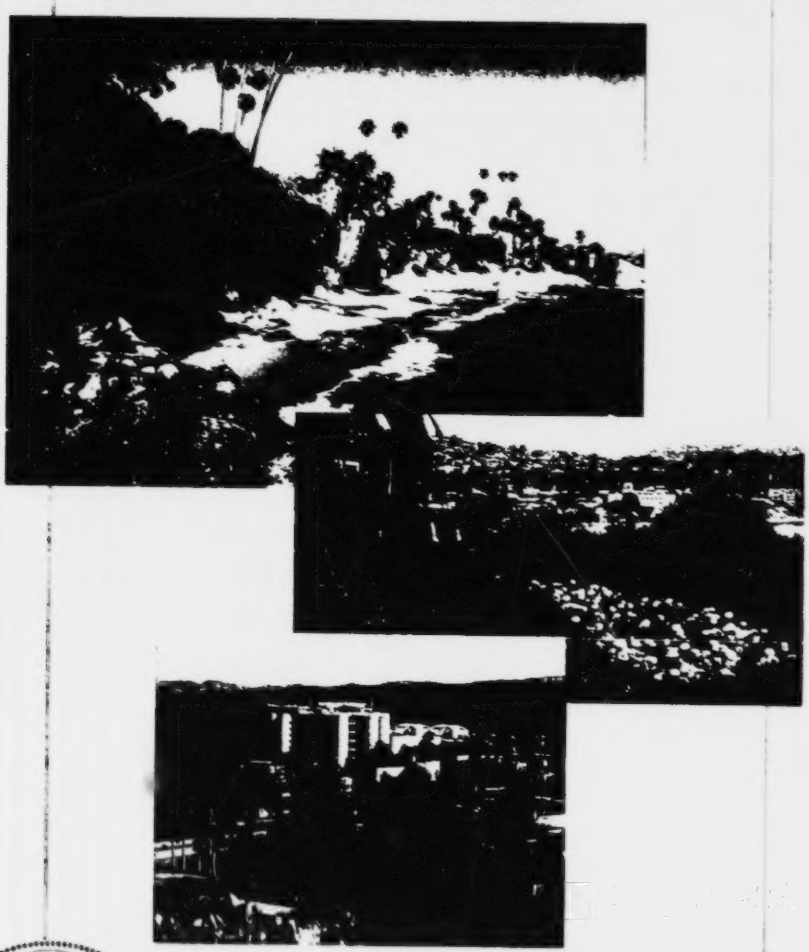

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Figure 3: Knowledge of self

Confidence in one's own ability to teach and speak Spanish	Awareness of one's own mental model of how students learn	Genuine interest in Hispanic culture
Pedagogical content Knowledge	Subject-matter knowledge (Spanish)	Cultural awareness knowledge-knowledge of students
Use of reflective teaching practices	Knowledge of dialect varieties in Spanish language	Knowledge and understanding of a variety of Hispanic cultures
Knowledge of how language learning occurs	Ability to speak Spanish 100% of the time with ease and confidence, i.e. extensive vocabulary	Acceptance of the varieties in Spanish as viable forms of communication
Substantive and syntactic structures of grammar, literature, reading, writing, and speaking	Substantive and syntactic structures of Spanish grammar, literature, reading, writing, and speaking	Knowledge of underlying issues that affect academic achievement for students of color i.e. acting white, getting by
Knowledge of purposes and functions of language including interpersonal, interpretative and presentational modes	Knowledge of Spanish syntax, Spanish/English contrasts, Spanish linguistics	Belief that all students can learn regardless of their ethnicity or cultural background
Knowledge of assessment/ testing including a variety strategies and methods		Appreciate and respect students
		Make students' real-life experiences part of the curriculum

from p.30

represented by expert knowledge, but there is artistry as well; it is represented by craft knowledge. No two people teach in exactly the same manner even if they use the same methods or techniques and yet both may be exemplary teachers. The two participants in my study (Ellison, 2002) demonstrated a passion for teaching SSS. This passion appears to be represented in many different forms. One thing is clear however, in order to be successful in teaching SSS, the teacher should enjoy the subject and have a keen perception of the students and their needs. These perceptions should extend beyond the superficial and foster in the teacher a spirit of kinship with her/his students.

It is important to mention the overlap in the framework between pedagogical content knowledge and subject-matter knowledge. Shulman (1987, p. 9) maintains that pedagogical content knowledge "goes beyond knowledge of the subject matter per se to the dimension of subject-matter knowledge for teaching." In order to teach, a person must know how to teach. In order to teach SSS a person must know how to teach and have knowledge of how to speak, read, write, listen, understand, and teach Spanish. This Spanish subject-matter knowledge should include both substantive and syntactic structures. Shulman defines substantive structures as the variety of ways in which the basic concepts and principles of a discipline are organized to incorporate its facts, and the syntactic structure of a discipline as the set of ways in which truth or falsehood, validity, or invalidity are established. He maintains that this syntactic structure is syntax and syntax is like grammar. Shulman further maintains (1987, p.9) that this syntax "is a set of rules for determining what is legitimate to say in a disciplinary domain and what breaks the rules."

It is for this reason that a teacher's subject-matter knowledge of Spanish must have both breadth and depth. It is not enough that the non-native Spanish-speaking teacher is able to speak the language and know for her/him self how the rules operate and what breaks the rules. In Kennedy's words (Raths & McAninch, 1999, p. 39), the teacher with expertise, who has breadth and depth of the subject-matter, "will be able to justify her solution by appeal to the body of public, tested knowledge..." This is in contrast to a teacher who does not have breadth and depth of Spanish, who may justify her/his solution by just saying that this is how it's "done."

Much needs to be done to help people understand the importance of heritage languages speakers in the U.S. Furthermore, much needs to be done to help business people, government official both at the local, state, and national levels, and lay people understand that teaching is very complex and requires a high degree of knowledge in order to produce student learning. Teaching, especially, good teaching is more than talking to students and expecting them to retain what the teacher has said and recite it back as a parrot. The teachers must know themselves, know how to teach pedagogical content knowledge, intimately know the subject-matter as well as having a deep and intimate knowledge of the students they are teaching in order to have learning take place in the classroom. ■

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Protecting Heritage

Seung-Min Song argues for the maintenance of heritage languages and the proliferation of community language schools by examining the benefits of bilingualism and bicultural identity

Immigrant children, those who were born in other countries or who have foreign-born parents, are the fastest-growing portion of the U.S. population under age 15 (Board on Children and Families, 1995). Nearly 15% of these children do not speak English (Wiese & Garcia, 1998), yet, in New York, 48% of children from immigrant households, who speak more than one hundred different languages, are enrolled in public schools (Suarez-Orozco & Suarez-Orozco, 2000).

Often, these immigrant children experience more than one culture and language. Their psychological perspective toward cultures, derived from experiencing multiple cultures and languages, needs to be treated differently than children from the dominant culture in the United States.

Biculturalism and Bicultural Identity of Immigrant Children

Bilingualism and biculturalism are important perspectives for understanding immigrants' self-identity. Language practice is significantly related to an individual's identity formation. Language is one of the important symbols of identity (Orellana, Ek, & Hernandez, 2000). For instance, many Korean-American adults perceive their heritage language to be an integral part of their Korean identity (Cho, Cho, & Tse, 1997). One of the respondents, in the study of Cho, Cho, and Tse (1997), answered that "I feel that learning/speaking Korean is part of being Korean" (p. 108).

According to Lambert, emotional conflict may result when children are forced to choose one language and culture over the others (Homel & Palij, 1987). To avoid the conflict, a bicultural educational perspective is needed. Bicultural individuals are "people who have internalized two cultures to the extent that both cultures are alive inside of them" (Hong, Morris, Chiu, & Benet-Martinez, 2000, p. 710). Achieving a second culture is not a linear process that involves simply shifting from one to the other; rather it requires internalizing two cultures and then switching between different cultural frames in response to culturally laden symbols (Hong, Morris, Chiu, & Benet-Martinez, 2000; LaFromboise, Hardin, Coleman, & Gerton, 1993).

It is clear that even preschoolers not only identify human differences but also develop their group-referenced identities, early perceptions of human differences, and interpersonal skills (Ramsey, 1987). In a child's early years, self-esteem and empathy are also established through experienced and observed emotions (Whaley & Swadener, 1990). To encourage children's positive self-esteem and attitudes toward diverse cultures in terms of gender, race, ethnicity and economic status, they need early exposure to these differences. Particularly for immigrant children who often see themselves differently from their peers in their use of language and ethnicity, a bicultural or multicultural perspective is important. The bicultural identity will lead to bicultural efficacy: "the belief, or confidence, that one can live effectively, and in a satisfying manner, within two groups without compromising one's sense of cultural identity" (LaFromboise, Coleman, & Gerton, 1993, p. 404).

The Need for Heritage Language Learning and Community Language Schools

Bilinguals are capable of using each language separately and/or in different situations or switching from one language to the other (Abudarham, 1987). Bilingualism is more critical to immigrant children because they experience two languages, English and their heritage language, in their daily life at home and at school. Maintaining their heritage language is Lambert's additive form of bilingualism (Cho, 2000); therefore, learning the heritage language at home or at a community language school is an important form of bilingual education to immigrant children.

Most importantly, learning the heritage language provides many benefits in family relationships. Cho (2000) reports many positive social consequences of heritage language learning for Korean-Americans. She identifies competence in the heritage language with improved social interactions and relationships with the co-ethnic group which speaks the heritage language: those who had fluent Korean proficiency had more social interactions with Koreans and actively participated in social activities. Those who maintained a sufficient proficiency of the heritage language also prevented family tension. Asian-American college students reported constant tension with their parents who insisted on retaining their heritage language at home (Hinton, 1999).

Career advantages are also an incentive to maintain heritage language learning. In the study of Cho, Cho, and Tse (1997), a number of participants identified career benefits as their motivation for learning.

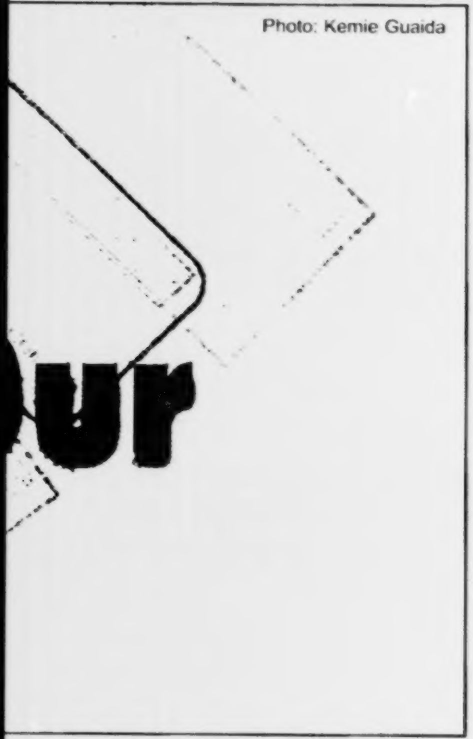

Photo: Kemie Guaida

They believed that fluent proficiency in their heritage language would provide benefits for their business.

It is also important for one's ethnic identity and self-esteem. Hinton (1999) reports that Asian-American college students who were satisfied with their bilingual skills were likely to have a more positive self-image than those who felt incomplete about themselves due to the loss of their heritage language.

If heritage language is an important influence on immigrant children, it is important to discuss how to promote this proficiency. Brisk and Harrington (2000) argues that a close relationship exists between proficiency and the use of each language: "proficiency facilitates use and use promotes proficiency" (p.4). This interrelation helps Brisk explain why immigrant children's heritage language proficiency is decreased as they are exposed to a second language. Consequently, exposure to the heritage language at home is significant for immigrant children in order to achieve some degree of proficiency.

The success of immigrant children's bilingual education depends largely on parental attitudes. Since bilingual education in the United States aims at achieving a native level of proficiency in English, nurturing children's bilingual ability in the heritage language and in English is the parent's responsibility as well as educators. How parents negotiate two languages and cultures has a significant influence on children's bilingual ability (Li, 1999).

But in order to gain fluent proficiency in the heritage language, parental effort is not enough. Even though parents' attitudes are very important in its development, teaching at home has limitations (Shitaba, 2000). Community effort is also needed. Tosi (1984) questions if people from the dominant culture learn the minority language or if the minority group makes an effort to enforce their rights through community involvement. He argues that mother tongue teaching impacts the position of the minority language. Institutionalizing community language schools is the immigrant community's effort to preserve their native language in the United States.

Community language schools, often called Saturday schools, are perceived as one of the most effective ways to teach a heritage language and an important place to provide an opportunity to make social acquaintances with co-ethnic peers (Shibata, 2000). In Chang's study (1998), parents, teachers, and students were satisfied with their Chinese language school; almost 80% of teachers and parents thought their school was successful in terms of teaching the Chinese language and culture and enhancing ethnic identity.

Conclusions

Educators and parents need to understand immigrant children's bilingual and bicultural experiences to prevent family conflicts and confusion for the children in culture, language, and identity. To prevent or reduce the conflicts, maintaining their own heritage is beneficial rather than forcing them to be acculturated into the dominant culture. Through achieving fluent heritage language proficiency, immigrant children can learn to adapt to the multicultural context they encounter in their daily lives. Thereafter, they will have competence with bilingual and cross-cultural skills which are valuable in a multicultural and multilingual society (Chang, 1998).

To increase immigrant children's understanding of their own culture and language, the community needs to develop community language schools. Systematic examination of community language schools is needed for offering insights into the process of ethnic language and cultural maintenance and for making effective bilingual/bicultural educational policies (Chang, 1998). ■

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Legacy of a CALL Pioneer

Rosetta Stone Language Library creator Allen Stoltzfus (left) with his younger brother Eugene.

In the fall of 2002, the world of CALL (Computer Assisted Language Learning) lost one of its leading lights when Allen Stoltzfus, creator of the Rosetta Stone Language Library, passed away. Earlier that year, *Language Magazine*'s features editor, **Steven Donahue**, had interviewed Allen Stoltzfus and we are publishing his report as a tribute to this language learning pioneer

The Rosetta Stone language learning software was born through a frustrated language-learner. Allen Stoltzfus, an amateur Sovietologist, felt he was unable to learn Russian properly, even though he had already mastered German at the University of Marburg. So Stoltzfus decided to devise a system that would make learning a second language learning easier.

Stoltzfus recalls walking across the yard with his brother-in-law, John Fairfield, one day in 1984, when the language "light bulb" lit up. "I came to a full halt and really felt I had found the keys to multimedia language learning," he said. Stoltzfus established two major principles in his theory: "There had to be linkage to a photo or object to imprint the meaning of the foreign word and second, the software had to replicate natural immersion: providing a clear context of meaning and immediate feedback," Stoltzfus said.

Sitting at the family's kitchen table, Stoltzfus discussed his idea for making learning a language easier theory with Fairfield, who was a computer programmer, and, after a series of false starts, Rosetta Stone was born in the autumn of 1991. The first words were nouns like "boy", "girl", "dog", in English, German, French, Spanish and Russian with an accompanying photo. In the early days, the company was confronted with a series of challenges including raising money, dealing with the limitations of the programming languages then available, and also the digital divide itself. In the early 80s, schools did not have the multimedia capabilities that are present in classrooms today. Eventually, these early problems were resolved: the CALL revolution had begun.

(Almost) Lost In Space

Over 7,000 schools and colleges now use Rosetta Stone software, but language learners are not confined to Planet Earth. In June 1996, Allen Stoltzfus' secretary informed him that "Apple Computer is on line one; NASA is on line two: which call will you take?" Despite the fact that Apple was a major alliance for his company, Stoltzfus took the call from the space agency.

NASA wanted Rosetta Stone Russian-English CDs to replace those lost during the collision when Astronaut Jerry Linenger's gear was lost in space. "The space agency had an ongoing need to teach rudimentary Russian to American astronauts working on the space station MIR," said Stoltzfus. Since then Rosetta Stone has continued to train Russian and American astronauts in each other's languages.

Over the years, the Rosetta Stone Language Library has expanded to a suite of products available in 25 languages, ranging from the more commonly spoken (Spanish, French, German) to the less well-known (Pashto, Greenlandic, Welsh). Latest company figures show use of the software by 5,000,000 users in 108 countries. The Library is popular among home-schoolers, and there is a special home-school edition for those learners. A children's version, *KidStone*, is planned for the juvenile market.

Looking To the Future

In 1992, Eugene Stoltzfus, Allen's younger brother, left his architectural business to become part of the Rosetta Stone team. Eugene has personally taken many of the 50,000 photographs that define the Rosetta Stone language corpus. "We spent weeks with pictures on the walls and teams of people associating each word with the best semantic concept, because the key to producing an effective program was to have a compelling match between the words and the images," he recalls.

The younger Stoltzfus brother is looking ahead to new frontiers for the company such as delivering interactive content over the Web, a new Level Three version incorporating video, celebrity endorsements overseas, market expansion through alliances and a nationwide network of language kiosks. "From the beginning we've been on the cutting edge of how technology can be used to teach language," Eugene said. The company is also poised to release language-learning tools that can be used on cell phones and Personal Digital Assistants (PDAs).

In 2002, the company donated $3 million in instructional software to participants in the National Education Computing Conference. "Your role as educators is essential to helping American students learn the languages of other cultures, and we are offering you the opportunity to use a dynamic, effective classroom tool: the Rosetta Stone Language Library," Allen Stoltzfus told the conference. "We believe we have created a program that is the best way to learn a second language."

Speaking of his brother Allen, Eugene Stoltzfus said, "His passing left a big void but he had built a company of strong people. We will always miss him as family and as a business partner."

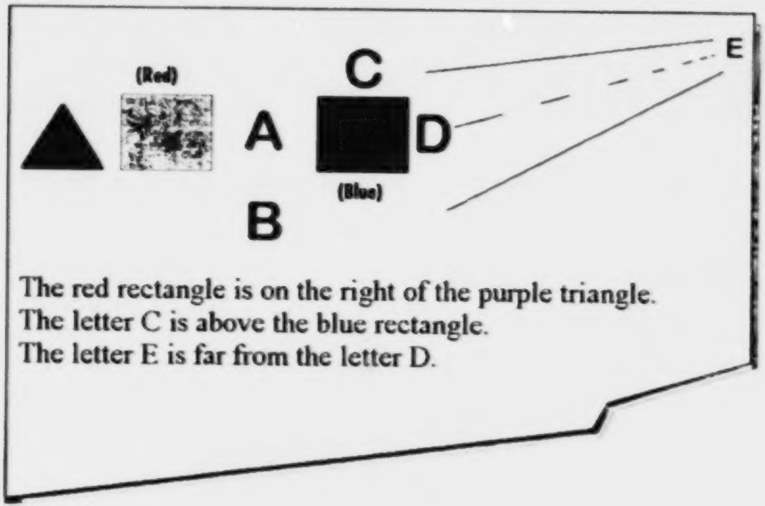
When I met Allen Stoltzfus last year, he reflected on how Rosetta Stone has helped astronauts in space, Peace Corps volunteers in Africa, and thousands of school children around the world. "It is our hope that our work will live on in a world made better because of freer communication between people."

Allen Stoltzfus was a Renaissance man and one of the historic pioneers in language and technology. It is gratifying to see Eugene Stoltzfus continuing with his brother's groundbreaking, language-learning vision.

Allen Stoltzfus: 1945-2002 ■

A regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their particular platform. For the purposes of this column, minimal computer skills means the ability to create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Lessons for the One-computer Classroom



The red rectangle is on the right of the purple triangle.
The letter C is above the blue rectangle.
The letter E is far from the letter D.

Illustration 1

Project #20 Draw and Practice Prepositions.

Students use *Microsoft Paint* to draw a simple picture using shapes and letters. They discuss the picture that they have drawn with a partner. Finally, they write sentences reflecting their oral practice using *Microsoft Word*. This project is excellent for low beginning through low intermediate levels of ESL. It is especially appropriate for beginning ESL students because it provides a lot of practice in describing simple shapes and using letter names and prepositions. At more advanced levels students can include more objects and practice more complicated descriptions.

Step 1) Prepare an image that students can view as an example. The model for this project should look something like illustration 1 above.

Step 2) Introduce the project by showing the image to the whole class on the classroom projection system or by holding up a print version.

Step 3) Introduce or review basic operations and functions in Microsoft Paint. Demonstrate how to use the tools and colors to draw pictures. Demonstrate or review inserting text (individual letters or words) and changing the size of the font. Repeat all of the actions several times. Have students call out the steps of the process as a comprehension check before they work on their own project.

Step 4) Demonstrate selecting the whole image and copying it so it can be transferred (using the Paste function) into a Word document.

Step 4) Students work on the drawing component of their individual projects.

Step 5) Print and save the students' drawings as they complete them (Students with computer experience can do this themselves.

Step 6) Students who have completed their drawings than work in pairs and describe their drawings to each other. Hig beginning and intermediate students can also ask their partners questions about their own or their partner's drawings.

continued p. 38

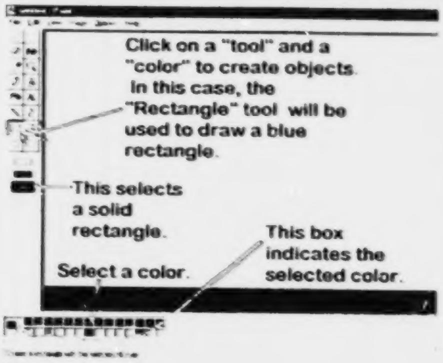

Click on a "tool" and a "color" to create objects. In this case, the "Rectangle" tool will be used to draw a blue rectangle.
This selects a solid rectangle.
Select a color.
This box indicates the selected color.

Illustration 2

Step 7) After discussing the drawings the students return to the computers and finish the project by inserting the picture into a Word document and then writing the sentences they talked about.

Steps for creating an image in *Microsoft Paint* and transferring the image to *Microsoft Word*.

Step 1) After you open the Paint program, select a tool and a color by clicking on a tool and a color (The order doesn't matter.) To create a rectangle, click on the rectangle tool and the color you want to use. (See illustration 2.)

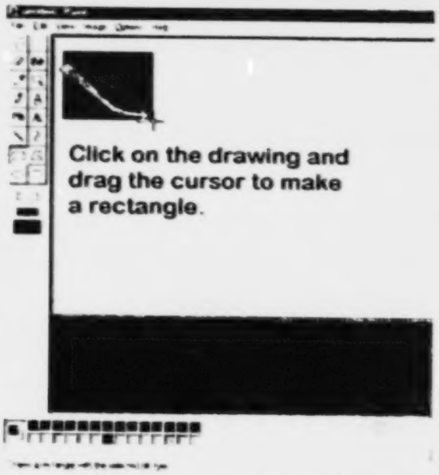

Click on the drawing and drag the cursor to make a rectangle.

Illustration 3

Step 2) Then click on the white area where you want the rectangle to be located and drag the mouse to create a rectangle of any size. (See illustration 3.)

Step 3) Add letters by clicking on the "Text" tool. Letters created will be displayed in the color that was previously selected. Click on the "Text" tool and then click on the drawing in the location where the letter is to be placed. Change the size of the letter by changing the font size in the Font size dialogue box that appears when the "Text" tool is clicked.

Step 4) Continue to add shapes, lines, and letters in different locations using the various tools and colors until the drawing is completed. More advanced students can be required to create more elaborate drawings.

Step 5) Copy the entire image by using the "Select" tool, selecting the area containing the drawing, and then Edit/Copy from the drop down menu.

Step 6) Open *Microsoft Word* and use the Edit/Paste function to paste the drawing into the new document. Use the "Enter" key to move the cursor down a few lines and start writing sentences describing the images. Add a title at the top and save and print the document to complete the project.

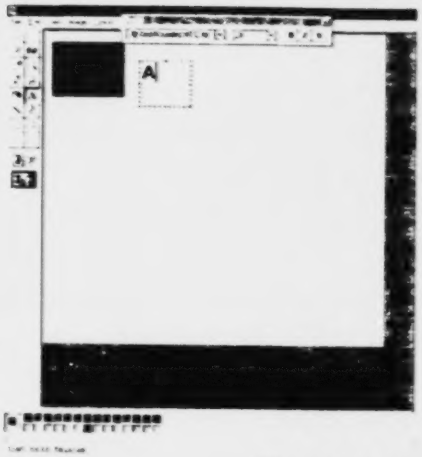


Illustration 4

Tips for working with computers and beginning students (individually at the computer or in groups)

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes. Remind more advanced students to save their work themselves.
- Be patient since beginning students are also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a folder to help you organize the completed projects. For this project, call the folder "Prepositions". As each student finishes, save the project in the same folder. You can also create a "Prepositions booklet", which is simply one document with all of the students' individual documents pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. ■

Barry Bakin is an ESL teacher and teacher advisor in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center and trains ESL teachers to integrate computers into ESL instruction.

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New Online CALL Certificate

STARTING IN THE FALL, the Graduate School of Languages and Educational Linguistics (GSLEL) at the Monterey Institute of International Studies (MIIS), in collaboration with the Max Kade Language and Technology Center at MIIS, will offer a CALL (Computer-Assisted Language Learning) Certificate in a predominantly on-line format.

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For further information, visit www.miis.edu and http://maxkade.miis.edu ■

In the second part of her two-part look at books suitable for Spanish language learners, **Isabel Schon** looks at recent titles for adolescents

Fiction

Danziger, Paula. ***Siempre seré Ámbar Dorado. (Forever Amber Brown)*** **Illus: Tony Ross. Translated by P. Rozarena. Madrid: Alfaguara/Santillana, 2001. 108p. ISBN: 84-204-4978-4. pap. $8.95. Gr. 4-7.**

JUST AS FUNNY and straightforward as the original, Rozarena's unconstrained Spanish rendition featuring nine-year-old Ámbar Dorado, whose parents are divorced, her best friend Justo moved away, and her mother, now dating Max, is lively, honest and engaging. Tony Ross' black-and-white line illustrations perfectly depict Ámbar's mixed feelings regarding the changes in her life after her parents divorce. Despite a few Peninsular Spanish conjugations (*cerrad, tenéis*) and selected cultural adaptations (instead of "Avi, Daniel Pinkwater, Bruce Coville" and other well-known American authors, the translator used better known authors in Spain: Roald Dahl, Manuel L. Alonso, Peter Härtling, Carlo Frabetti), Spanish speakers from the Americas will welcome Ámbar's frank feelings about her absent father, her mother, and soon-to-be stepfather.

Lenain, Thierry. ***La niña del canal. (The River's Girl)*** **Illus: Anne Victoire. Translated from the French by Patricia Gutiérrez Otero. Mexico: Fondo de Cultura Económica, 2000. 53p. ISBN: 968-16-6230-X. pap. $9.95. Gr. 6-10.**

ELEVEN-YEAR-OLD SARA has lost interest in school. She is late to class, has chopped off her beautiful hair, and her expression is always sad. Fortunately an understanding teacher, who herself had been sexually abused as a girl, confronts Sara's abuser. Sara's pain and confusion are poignantly narrated in this forceful Spanish rendition. Unfortunately, the black-and-white line illustrations are mere caricatures of a girl's humiliation and family life.

Taylor, Theodore. ***El cayo. (The Cay)*** **Translated by G. Sevilla. Barcelona: Noguer y Caralt, 2001. 126p. ISBN: 84-279-3250-2. pap. $9.95. Gr. 7-12.**

JUST AS COMPELLING as the original English version, Sevilla's forceful Spanish rendition masterfully narrates the experiences of eleven-year-old Phillip Enright, a white boy, who is shipwrecked on a tiny Caribbean island and must depend for his survival on Timothy, an old back man. An editor's note acknowledges the impossibility of rendering in Spanish Timothy's beautiful West Indian cadences; nonetheless Spanish-speaking readers will still be touched as Phillip gradually overcomes his suspicions and prejudice and grows to love and trust the wise and patient Timothy. The drama, adventure and endurance of the original story are all here.

Folklore

El libro de los cuentos y leyendas de América Latina y España. (The Book of Stories and Legends from Latin America and Spain) **Illus: Jesús Gabán. Barcelona: Ediciones B, 2000. 112p. ISBN: 84-406-9618-3. $35.95. Gr. 5-10.**

THIS EXQUISITE collection of 25 traditional stories and legends, mostly from Latin America, radiates with people's joys and fears as well as their fascination with the mystery of everyday occurrences. From such well-known Guarani love legends as *La flor del amor* (The Flower of Love) to lesser-known Zapotec (Mexico) legends, *El dios del rayo* (The God of Lightning), that tells about the origin of the rainbow, these engaging stories are sure to appeal to all readers. Gabán's lively, vivid watercolors on every page and the brevity of each selection add immensely to their allure, especially to reluctant readers. The only two caveats of this outstanding, large-format book are that Spanish speakers from the Americas will wonder why the Peninsular Spanish inflected forms are used in three stories that originated in the Americas. Also, regrettably, it does not include a geographical index that would assist readers in determining the country or region of origin, even though it is indicated at the end of each selection.

Language

Aranda, C. Dichos y frases hechas. (Sayings and Well-known Phrases) **Illus: Tomás Hijo. (Alcancía) Zaragoza: Edelvives, 2002. 123p. ISBN: 84-263-4800-9. $15.95. Gr. 5-9.**
More than two-hundred well-known sayings, proverbs and aphorisms from the Spanish-speaking world are included in this attractively designed publication. Each saying includes a brief definition and, if known, an explanatory note that traces its history.

continued p.40

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Arranged in alphabetical order, these concise, often witty, verbal expressions radiate with the popular parlance that keeps them alive. Computer-generated, whimsical color illustrations accompany some of the sayings.

Science and Technology

Navarrete, Néstor. ***Atlas básico de tecnología. (Basic Atlas of Technology)***
ISBN: 84-342-2458-5.
Tola, José and Eva Infiesta. ***Atlas de zoología. (Atlas of Zoology)***
ISBN: 84-342-2348-1.
Ea. vol.: 96p. Barcelona: Parramón, 2001-2002. pap. $10.95. Gr. 5-8.

SIMPLE EXPLANATIONS, numerous clear color photos, drawings, and charts on every page, and precise, informative captions make these well-designed, large-format publications excellent introductions to technology and zoology. Each volume includes a well-written foreword and a comprehensive subject index. *Atlas básico de tecnología* contains two- and three-page discussions beginning with simple machines up to electronics, information science and robotics. *Atlas de zoología* provides a comprehensive panorama of the world's fauna. Divided into three main sections—anatomy and physiology, invertebrate animals, and vertebrate animals—it discusses the structure, organization, and behavior of particular animal groups. ■

Isabel Schon, Barahona Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos. www.csusm.edu/csb/

MARKETING EDUCATION

101 Ways to Market Your Language Program:
A Practical Guide for Language Schools and Programs
Sarah Elaine Eaton
Calgary, Eaton International Consulting Inc., 2002
135pp. CAN $22.95 ISBN: 0-7795-0036-9

THE BOOK TAKES simple marketing principles and frames them within an educational context, with a particular emphasis on language programs. This book's eight logical and chronological subdivisions will provide you with 101 great strategies for success. From the beginning, author Sarah Eaton states that the objective of the book is to offer low-cost, easy tips and tricks that language program managers and coordinators can use to boost their marketing efforts without turning to agents to fill seats in the program.

The introduction gives a brief overview of what marketing is and is not. Eaton's objective for writing the book seems to be to guide educators on how to market their programs, now that more educational institutions have a mandate to not only recover costs but to also generate revenue and schools are required to fill more seats with paying students. From there, the book shows how to market a language program from the first invocation of the idea, to the implementation, all the way through to following up with your students after their program has finished. This book is a professional, but humorous guide to marketing a language program. The personal experiences melded the humanistic quality with the core ideas of a good marketing strategy. In addition, the expertise of the author is obvious to the reader, as she gives numerous examples from her personal experience of marketing language programs.

When it says "practical guide" it delivers. It has an easy-to-use table of contents, which points you easily to the subject matter, and then discusses each topic on separate pages. The eight major sections include themes such as, "Secrets to boost your marketing power", "Specialty tips for programs at large institutions" and "How to keep marketing once your program is finished." The cross-referencing within the separate topics "cements" the ideas throughout the book and the reader observes how all these concepts connect to form a 'well oiled machine'. For instance, Idea 7 states "Price your Program Powerfully". This idea is referred back to in Idea 15 where the author discusses "Check out the Competition". It is excellent as a 'read through', reference, or both. Whether you are an entrepreneur, employed by a particular institution, or you are just beginning to learn about language programs, these ideas can be implemented, and you will gain a better understanding of what it takes to market your own personal project or your institution.

This resource can be extended to anyone marketing themselves or any small business, as well as a language program. Eaton's book streamlines the information you need to access and implement a marketing program. ■

Cecile Buhl is involved with ESL and literacy programs having taught ESL for the University of Calgary, Faculty of Continuing Education, the Calgary Public Library and the Calgary Immigrant Development and Educational Aid Society.

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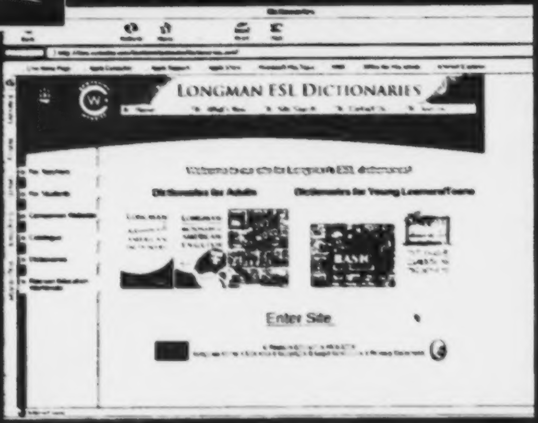

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David Bowie and **Wendy Morkel** discuss the unique nature of Utah English

Up until the 2002 Winter Olympics, Utah didn't really get much attention from the rest of the world. Sure, some people knew that Mormons live there, and a few even knew that Utah is home to some fabulous skiing, but it wasn't at the forefront of most people's minds. Over the past few years, though, not only has the world learned a bit more about Utah's scenery and culture through the Olympics, but even a bit of Utah English managed to get noticed—the "Oh my heck!" of Survivor: Marquesas contestant and Layton, Utah, native Neleh Dennis.

What is "Utahn" English?

What is now Utah had been visited by English speakers in the early 1800s, but the first permanent English-speaking settlement began in 1847. That's the year that members of The Church of Jesus Christ of Latter-day Saints (the LDS Church), having been forced from their religious colony in Nauvoo, Illinois, began arriving in the Salt Lake Valley to establish a new colony. By the 1850 census, 11,380 people, excluding Native Americans, had settled in the Territory of Utah. The population continued to rise through the nineteenth century at rates similar to the surrounding territories, and the 1900 census showed 276,749 residents of Utah. The vast majority of nineteenth-century "Utahns," the common label for residents, lived in a line of cities less than 100 miles long sandwiched between the Wasatch Mountains on the east and the Great Salt Lake and Utah Lake on the west.

So what makes Utah English? If you were to ask Utahns this question, you would find some widely-held stereotypes—one of the strongest being that they change their vowels when they come before l. The most widely recognized of these is where short i becomes short e, so that milk gets pronounced as "melk" and pillow gets pronounced as "pellow," but there are others. For example, long e can become short i and long a can become short e, so that steel mill gets pronounced "still mill" and house for sale gets pronounced "house for sell." (That last one isn't even that unusual to see in classified ads.) These examples appear in other parts of the U.S., but Utahns tend to be aware of them as "Utah English." Utahns often associate these features with rural areas of the state, but a dialect survey conducted by linguist Diane Lillie in the 1990s found that they are most strongly present in the urban corridor along the Wasatch Front.

There is another change in vowels before l heard in Utah English—although it is not seemingly recognized by Utahns themselves—where long u changes before l, so that pool and fool are pronounced like "pull" and "full." Linguists Marianna Di Paolo and Alice Faber have investigated the ways all of these vowels before l are produced in Utah English, and have concluded that it is undergoing changes in its vowel system analogous to those occurring in the United States South.

Possibly the most interesting stereotype Utahns hold about their own variety, however, is that they pronounce the vowels in words like card and cord the same (a feature linguists have called the card-cord merger). In Utah English, instances of or can be pronounced as ar, so that (to take one widely used example) the name of the town of Spanish Fork is pronounced like "Spanish Fark." This is a highly stigmatized form in Utah, although it is fairly geographically widespread in the state. This feature has also had an interesting history. With only a few exceptions, linguists tracking linguistic

Photo: Coty Creighton

Abstract shot of the New House Building in Salt Lake City, Utah.
Photo: Coty Creighton

changes have found that if a change starts in a particular area and it starts to gain traction, its momentum builds and builds until it finally "succeeds"—that is, the changed form completely replaces the original one. Utah's card-cord merger, however, hasn't followed this pattern quite so cleanly.

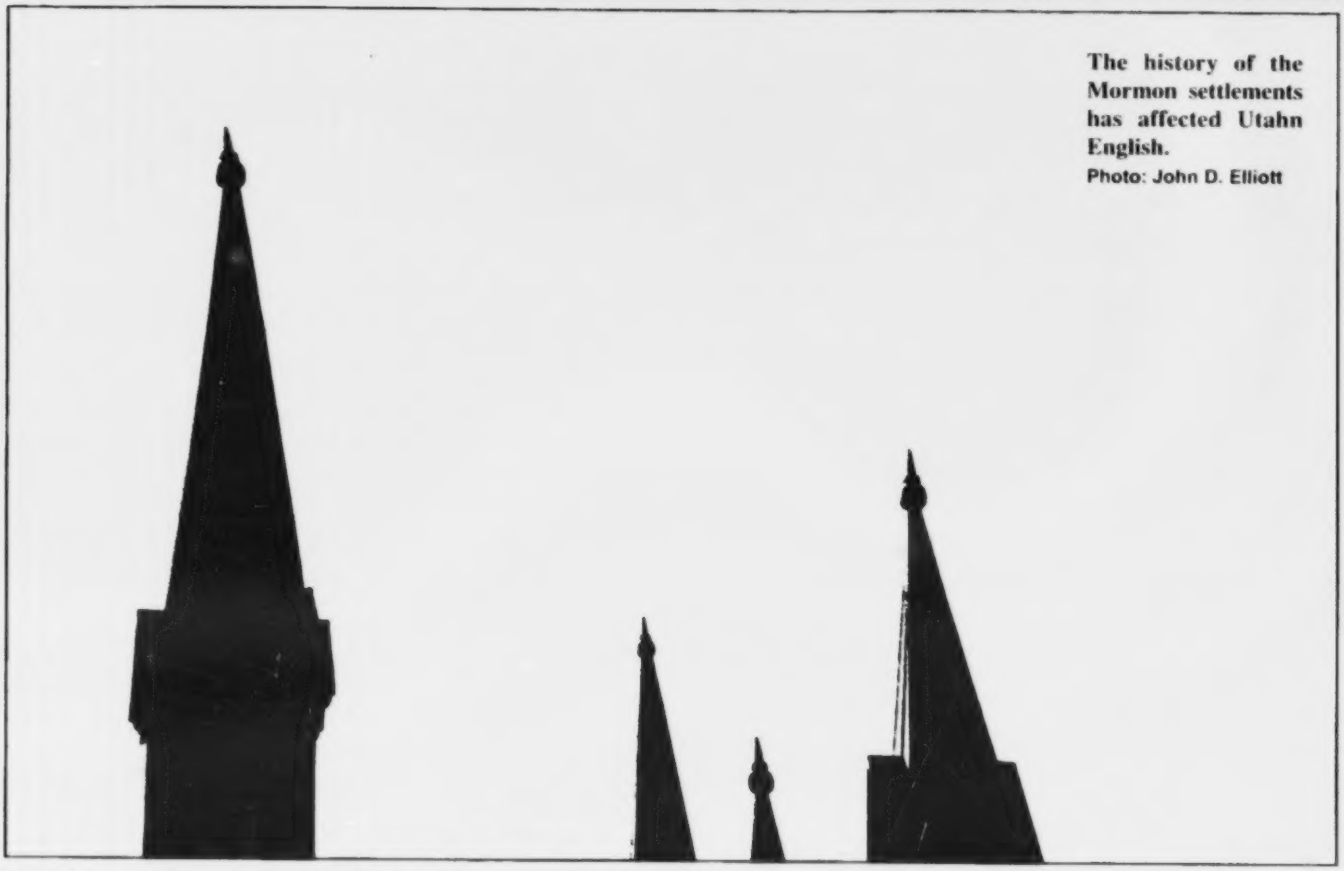
In the middle of the twentieth century, linguists Val Helquist and Stanley Cook found that the card-cord merger was very strongly present in the Salt Lake City metropolitan area. In fact, it was so strongly present that you could have probably said that pronouncing born like "barn" and corn like "carn" was completely ordinary there. By the end of the century, however, Diane Lillie found that the merger was only occurring at very low levels, and there were signs that it was actually disappearing. Going back to the nineteenth century (which you can do indirectly by listening to audio recordings of Utahns who lived at that time), you would find that the card-cord merger occurred at very low levels mid-century (when English-speakers first settled in Utah), and that it increased later. So there was a linguistic change in Utah when the state was first settled: ar and or were generally pronounced differently, but the trend of pronouncing them the same took hold and gained momentum over the next hundred years. For some reason, though, during the following fifty years the trend suddenly shifted into reverse.

There is another feature of Utah English that has followed the same trajectory: the pronunciation of the long i in words like time and bye. This trait often gets brought up in descriptions of Southern American English—the change of a long i to something like ah, so that the question What time is it? gets pronounced more like "What tahm is it?" This feature isn't really thought of as being part of Utah English, and Utahns themselves seem to be pretty much unaware of it, but it can be found at low levels throughout the state. This feature seems to have followed the same path as the card-cord merger and it is clear that this pronunciation of the long i was increasing from the beginning of Utah's English-speaking settlement through the rest of the nineteenth century, but it has been in decline during the second half of the twentieth century.

> "The pronunciation of time as "tahm" is generally thought of as a Southern feature, but discussions of Utah— linguistic or otherwise— have emphasized Utah's links to the northern United States (also, to a lesser extent, with northern England and parts of Canada)."

The pronunciation of time as "tahm" is generally thought of as a Southern feature, but discussions of Utah—linguistic or otherwise—have emphasized Utah's links to the northern United States (also, to a lesser extent, with northern England and parts of Canada). The tradition of emphasizing these links goes back at least to the 1930s, when dramatist and historian T. Earle Pardoe drew connections between words (particularly place names) used in Utah and New England. Later studies confirmed the linguistic links between Utah and the United

continued p.44



The history of the Mormon settlements has affected Utahn English.
Photo: John D. Elliott

from p.43

States North for most of Utah. More recent studies by linguists in Utah have found strong links between Utah English and Southern varieties of American English. So why have different analyses come to different conclusions regarding whether Utah English is, at core, a Southern or a Northern variety? And which analysis is correct?

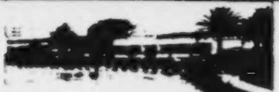
The answer to the first question makes the second one easier to answer. If you look at the studies that have connected Utah English to Northern varieties of English, you'll notice that they all deal with issues of lexical choice: that is, they find that the words Utahns use are generally Northern in origin. (For example, Utahns use the Northern "husk" to describe the leafy covering of an ear of corn rather than the Southern "shuck," and they use the historically Northern "moo" for the sound a cow makes rather than the Southern "low".) The studies that draw connections between Utah English and Southern American English, on the other hand, all look at issues of phonetics: they find that the sounds of Utah English are, to a great extent, Southern. A close look at the data reveals that these claims are both based on solid footing, so that depending on whether you focus on words or sounds, you can reach different conclusions about Utah English. And that gives us the answer to the second question: Utah English is, at core, both Southern and Northern. But how did this mixed variety come about?

In order to understand present-day occurrences in the language variety of certain area, we have to look at the group that first brought the language there. Utah is unique among the Western states in that it was founded as a religious colony by members of the LDS Church; this history is reflected in the historical majority of LDS Church members in the state. As mentioned earlier, these first English-speakers in Utah settled there after having been forced out from Nauvoo in west-central Illinois. Before they left Illinois, the group had settled for some years in and around Independence, Missouri, and before that in Kirtland, Ohio (near Cleveland). The church itself had been officially founded in Fayette, New York, and most of its members lived in western New York and northern Pennsylvania.

If this list of places represents the history of the group of individuals who planted English in what was to become Utah, a possible reason for the mix of Northern and Southern features becomes apparent. The early members of this group were largely from areas where Northern varieties of English are spoken: New York, northern Pennsylvania, northern Ohio and a sizable number from Massachusetts. Many of their children, however, were born in areas that have had a notable amount of Southern linguistic influences: western Missouri and southern/western Illinois. As a result, Utah's initial English-speaking settlers were themselves linguistically mixed, with largely Northern-speaking adults and Southern-speaking children. The result of this mixing at the outset, then, seems to be that the adults had greater influence on Utah English words, while the children had more influence on Utah English sounds.

So what is Utah English? It is a mixed system, with some Northern features and some Southern features—and together they make up a system all its own. ■

David Bowie is an assistant professor of Linguistics and English Language at Brigham Young University, where he works on the historical development of varieties of English. Wendy Morkel is completing her master's degree in English with a focus on English language and linguistics at Brigham Young University.



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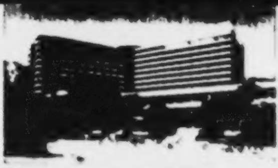

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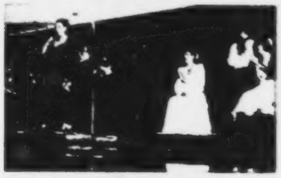
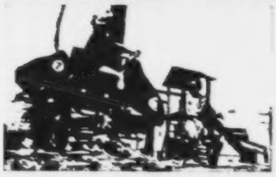

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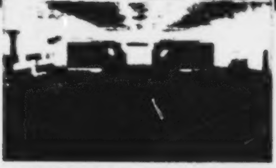

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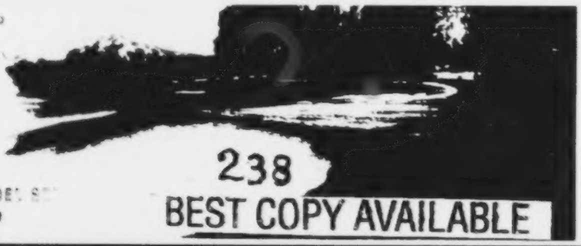

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LAST LAUGH

Confessions of a Verbivore

by RICHARD LEDERER

One day I found myself chatting with Mrs. Marilyn Frazier's class of sixth-grade students at Broken Ground School in Concord, New Hampshire, about the joys of language and the challenges of the writing life. During the question-and-answer session that followed, one of the boys in the class asked me, "Mr. Lederer where do you get your ideas for your books?"

Ever since I became a writer, I had found that question to be the most difficult to answer and had only recently come up with an analogy that I thought would satisfy both my audience and me. Pouncing on the opportunity to unveil my spanking new explanation for the first time, I countered with "Where does the spider get its web?"

The idea, of course, was that the spider is not aware of how it spins out intricate and beautiful patterns with the silky material that is simply a natural part of itself. Asking a writer to account for the genesis of his or her ideas is as futile as asking a spider to explain the source of its web and the method of its construction.

So, when the young man asked his question, I replied, "Where does the spider get its web?"

He shot right back, "From its butt!"

Since that visit, I've checked out the boy's assertion, and, sure enough, spiders do produce their silk in glands located in their posteriors. The glands open through the tiny spinnerets located at the hind end of the abdomen. Well, it may be that for lo these many years I've been talking and writing through my butt, but that doesn't stop me from being a self-confessed and unrepentant verbivore.

Carnivores eat flesh and meat; piscivores eat fish; herbivores eat plants and vegetables; verbivores devour words. I am such a creature. My whole life I have feasted on words—ogled their appetizing shapes, colors, and textures; swished them around in my mouth; lingered over their many tastes; let their juices run down my chin. During my adventures as a fly-by-the-roof-of-the-mouth, user-friendly wizard of idiom, I have met thousands of other wordaholics, logolepts, and verbivores, folks who also eat their words.

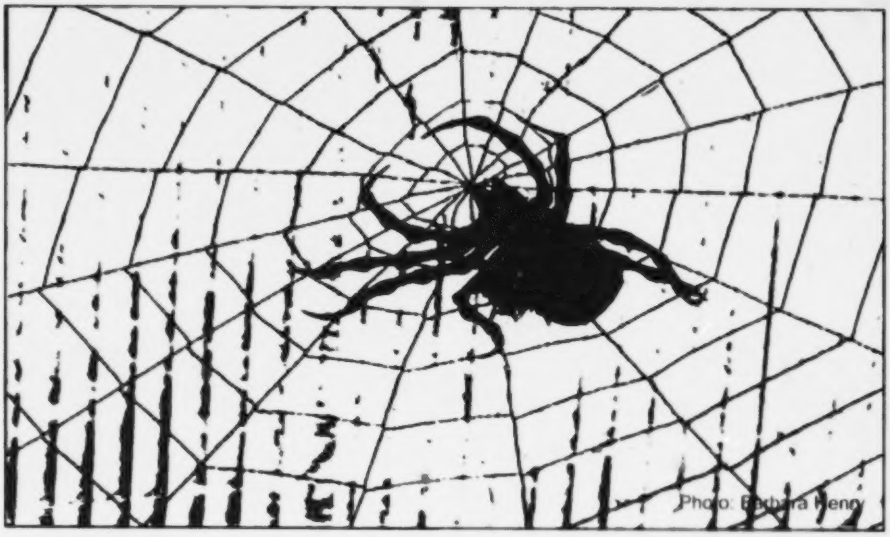
Photo: Barbara Henry

What is there about words that makes a language person love them so? The answers are probably as varied as the number of verbivores themselves. There are as many reasons to love words as there are people who love them.

Some word people are intrigued by the birth and life of words. They become enthusiastic, ebullient, and enchanted when they discover that enthusiastic literally means "possessed by a god," ebullient "boiling over, spouting out," and enchanted "singing a magic song." They are rendered starry-eyed by the insight that disaster (dis-aster) literally means "ill-starred" and intoxicated by the information that intoxicated has poison in its heart. They love the fact that amateur is cobbled from the very first verb that all students of Latin learn—*amo*: "I love."

Wordsters of etymological persuasion also love to track down the origins of phrases. Take the particularly elusive quarry "the whole nine yards." The fact that no printed citation exists for "the whole nine yards" prior to 1967 renders dubious the nautical theory that the expression refers to the nine sails on a three square-masted rigger. Nor could "the whole nine yards," which means "the whole shootin' match; whole hog; the whole ball of wax," issue from football, in which a team must gain ten, not nine, yards to reach a first down. Equally unproven or provably wrong are dozens of other etymological explanations, including material to make a dress, bridal veil, or Scottish kilt; length of a machine-gun belt in World War II fighter planes; the height of a prison retaining wall; and the volume of mined ore.

My research indicates that "the whole nine yards" refers to the revolving barrels on the backs of concrete mixing trucks. These barrels reached nine cubic yards (they're now twelve cubic yards) in the early 1960s, a fact that explains why I never heard the phrase when I was growing up in the 1950s. Emptying the entire contents was one humungous road job—and, in most states, illegal because the weight of such a load would exceed the per-axle limits.

As you can see, my explanations are never in the abstract—and always in the concrete.

Still another denomination of verbivore sees words as collections of letters to be juggled, shuffled, and flipped. Inspired by the word bookkeeper, with its three consecutive pairs of double letters, these logologists fantasize about a biologist who helps maintain raccoon habitats: a raccoon nook keeper—six consecutive sets of double letters—and another biologist who studies the liquid secreted by chickadee eggs. They call this scientist a chickadee egg goo-olist—and into the world is born three consecutive pairs of triple letters! ■

Richard Lederer is "America's Super-duper Blooper Snooper" — www.verbivore.com

To read the complete *Confessions of a Verbivore*, go to
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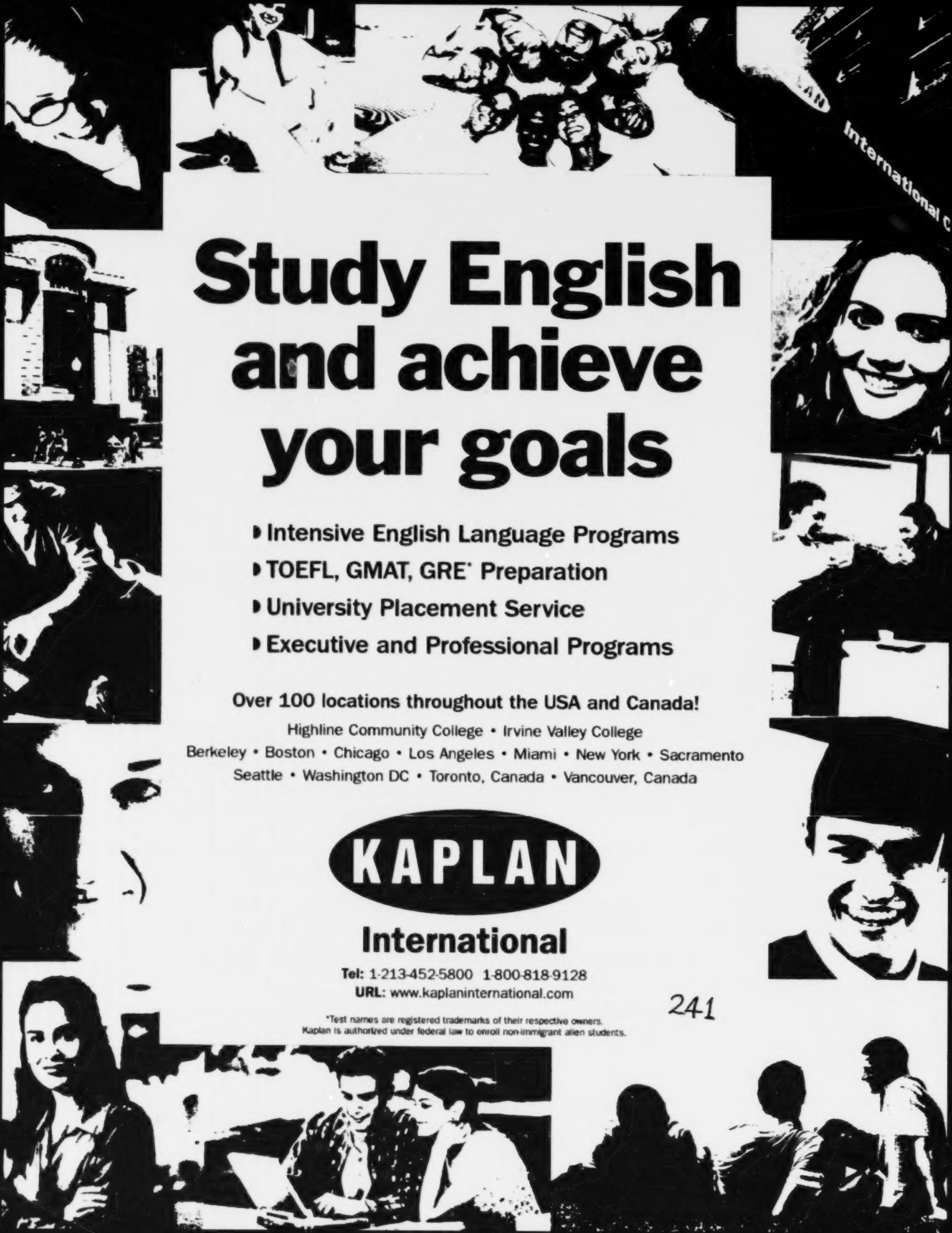

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June 2003 Volume 2, No. 10

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ON THE COVER: **Khevir Jettoo** examines the global importance of French today and predicts what the future holds for the language.
Daniel Ward discovers how TV5 has successfully developed its international programming for use in the language classroom.
The recent Canadian provincial elections have demonstrated overwhelming public support for bilingualism, **Domenico Maceri** reports.
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FEATURES

TEACHER DEVELOPMENT: **Dr. Irene Borrego** and **Dr. Debra Cook Hirai** explain how their innovative "best-practice" videos not only add value to staff development sessions and institutes for ESL teachers, but also serve as peer training tools. **PAGES 20-23**

SPECIAL REPORT: **Steven Donahue** tackles the often taboo subject of foul language and debates its place in the language classroom.
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DIALECTS: **Jeff Conn** describes the beauty of the emerging dialects of the Pacific Northwest in Portland, Oregon.
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Photo Robert VanTassel

The French influence can be seen in virtually every corner of the globe, including New Orleans' "French Quarter".

ELECTRONIC EDUCATION: **Alexander Byles** explores the future of Computer Assisted Language Learning. **Barry Bakin** continues his look into lessons for the one-computer classroom.
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WORKPLACE LEARNING: **Andra Moss** visits American Apparel, a Los Angeles manufacturer, which believes in educating its workforce.
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COVER PHOTOGRAPHS: Arcadian house in New Brunswick, France's first colony. Photo: New Brunswick/Canada Tourism

Let's Listen to the Experts

ALL AROUND THE WORLD people seem to be realizing that speaking just one language is not enough anymore. The Canadians are embracing bilingualism (see page 18) and Dutch elementary schools are aiming to send bilingual children on to secondary school (see page 12). In the U.S., parents are clamoring to get their children into exclusive two-way immersion schools, yet almost all American politicians seem to be against bilingual education in public schools. Now, it looks as though New York Mayor Michael Bloomberg is going to join the anti-bilingual brigade.

Legislators are always looking for policies that are popular amongst their electorate without breaking their budget. Scrapping bilingual education programs fits in perfectly, because most of the general public, apart from educators, believes the hype that they do not work. Newspaper editors and television commentators consistently criticize bilingual programs, supporting their claims with dubious evidence, and refuse to give voice to the opinions of the only people who really know what they are talking about–educators. It is not surprising that public opinion is against bilingual education, because the only coverage it gets is negative. On this issue, like many others, the public is being told what to think by the ever more powerful media conglomerates.

We expect expert opinion when the media discusses other issues–Generals discussing war, attorneys on legal issues, but, when it comes to education, it seems that everybody is an expert apart from those who actually dedicate their lives to the subject. Experts in the field are rarely asked their opinions, and even those who proactively supply information are often ignored. Stephen Krashen, one of the nation's most respected educational experts, works tirelessly to provide the media with facts on bilingual education, yet this properly researched information and his expert knowledge are rarely brought to the public's attention.

According to Professor Krashen, it is a fact that bilingual education works, "Scientific research consistently shows that English learners in properly organized bilingual programs acquire English at least as well as and usually better than those in all-English programs". This is not an armchair opinion; it is a conclusion based upon meticulous examination of information over many years.

So, why is research being ignored? It is probably easier for legislators to go with the flow than to try to turn the tide of public opinion, but the reasons behind the media's intransigence are anybody's guess. Whatever their reasons, bilingual education gets bad press and learning a second language is considered an expensive luxury. We need to do all we can to change these perceptions by stressing the benefits of multilingualism in general. ESL teachers, bilingual educators and foreign language teachers all have the same goal of giving their students the tools they need to succeed, so we should all work together to promote linguistic diversity.

Research supports the belief held all around the world that children benefit from speaking more than one language and are capable of learning in two languages. I do not believe that American children are any less capable than other children and I am sure that they deserve the same opportunities. ■

Daniel Ward, Executive Editor

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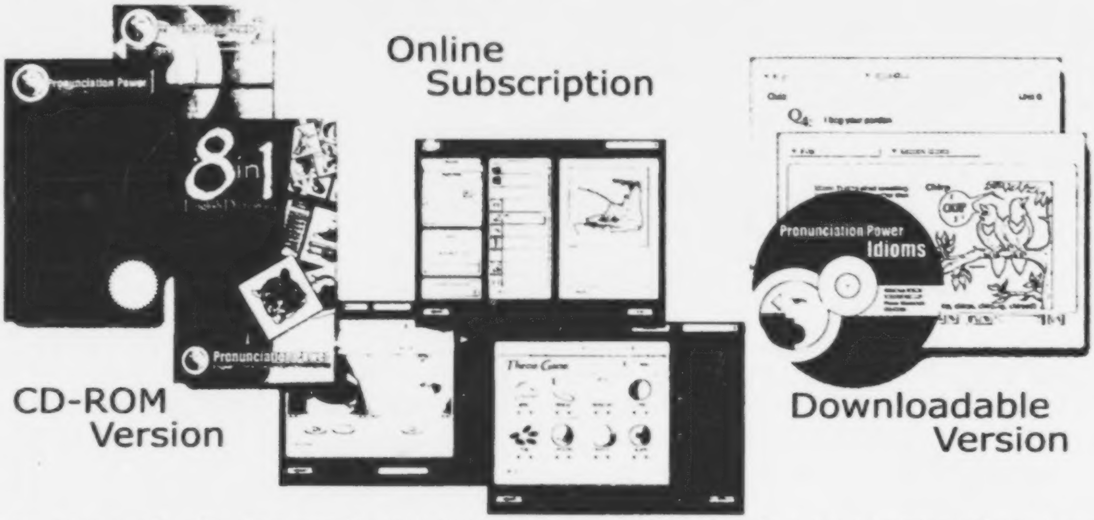
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LETTERS

'I owe a lot to Virginia'

I JUST WANTED to write to thank Virginia Owens and *Language Magazine* for helping me decide to study overseas this summer. I read her article ("Summer of Spanish", *Language Magazine*, April 2003) and after a couple of years of debating whether or not I should, I finally decided I should!

Virginia's article gave me the answers I've been looking for as well as plenty of other suggestions about what to look for in a potential school.

I have been a teacher of Spanish to elective students here in Seattle, Washington, for two years, but I've never been to Europe—let alone Spain. And to make my decision easier, I am planning to inquire at the schools listed on your web site.

I've spoken to a couple of my friends who have studied overseas and they told me they had a great time, and there was nothing more exciting than an adventure in a foreign country, especially if you know the language.

More than anything I'm really looking forward to meeting other students, maybe drinking a nice glass of Spanish wine and taking an afternoon siesta!

Thank you Virginia for giving me the inspiration. I really appreciate it.

Yours sincerely,
Sally Wagenblass
Seattle, Washington

Language of the Body

THE STUDY of body language has always been interesting to me. Lori Langer de Ramirez's article ("Symbolic Gestures", *Language Magazine*, May 2003) provided some excellent insight to body language and how it impacts on foreign language acquisition. It's always interesting to see how different gestures and inflections can have such a different meaning in so many different cultures. I, for one, agree that it is as equally important to teach my students the nuances of body language as it is to teach pronunciation. I think a teacher that fails to put importance on this aspect of language acquisition is doing their students a great disservice.

I think we need to look no further for the proof of this than the study that Ms. Langer de Ramirez referenced in the article. It provided a lot of information about the importance of body language and language acquisition. Thanks again for a great article.

Best regards,
Lisa DiRusso
Beaumont, Texas

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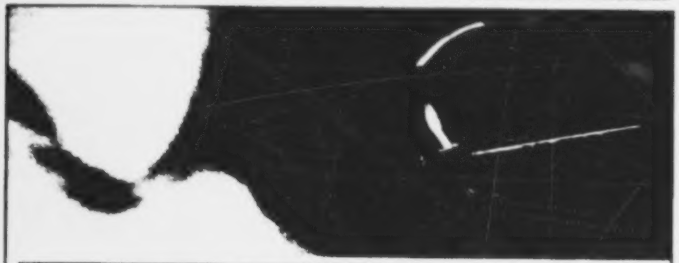

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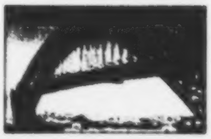

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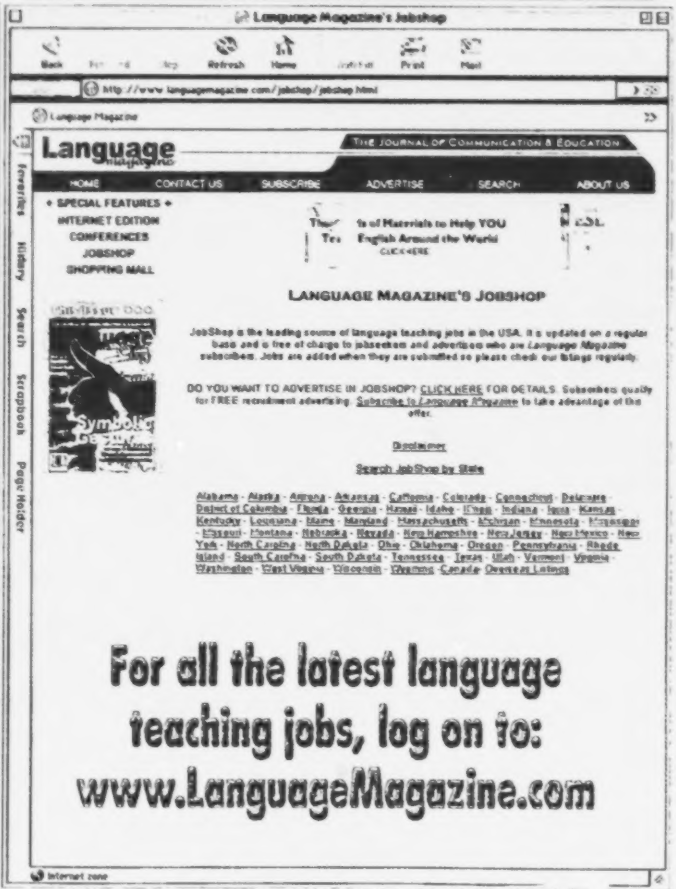
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MA Senate Exempts 2-Way Bilingual Programs

LAST MONTH, the Massachusetts Senate passed amendments to exempt some programs from the new law outlawing bilingual education in schools. The 32-7 vote preserves "two-way" bilingual programs that teach students in two languages. Supporters of the programs say they help immigrant students to learn English and help English speakers learn a second language.

About 2,000 students in 12 districts are enrolled in two-way bilingual programs such the Amigos program, a K-8 school in the Cambridge Public Schools where more than 300 students study in English and Spanish, alternating languages each week. ■

UM Launches First Master's in Spanish-Language Journalism

THIS FALL, THE University of Miami's School of Communication is launching its Spanish-language Master in Journalism program as the centerpiece of a wide-ranging series of courses aimed at media professionals, academicians and students throughout Latin America and in the U.S. Hispanic community. This innovative program is open to recent graduates of communication and related studies, and to beginning and mid-career professionals who want to upgrade their skills and update their knowledge of media theories and issues in all aspects of the media, from print and broadcast to the Internet and media law. Candidates should be fluent in written and spoken Spanish and have basic reading knowledge of English to participate.

In developing the Spanish-language program, the UM School of Communication is working closely with media groups in Latin America and the United States to make sure that its programs are carefully tailored to meet the needs of Spanish-language media professionals and students. Among those organizations are Grupo de Diarios America and the Inter-American Press Association. ■

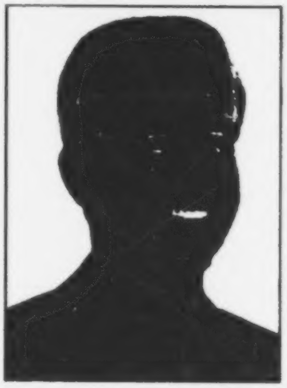
$20 million Gift for World Learning

WORLD LEARNING, an international education, exchange and development organization headquartered in Brattleboro, VT, which specializes in the training of language teachers, has received a gift valued at over $20 million from an anonymous donor. The gift is the largest ever given to an institution of higher education in the state of Vermont and the largest single charitable gift in the organization's 70-year history. The funds will be added to World Learning's current endowment, more than doubling its size to over $34 million. A significant part of the gift is designed to develop programs focused on Middle Eastern and Islamic cultures.

"The donor's intention is to ensure that World Learning effectively pursues its mission to foster peace and social justice at a time when international understanding and cooperation among peoples and nations are critical if world peace is to become a reality. The donor also wishes to strengthen civil society movements through the only organization in the U.S. that combines the strengths of an academic institution, The School for International Training, with the breadth and scope of an international non-governmental organization", said World Learning President, James A. Cramer.

"Our work is only beginning," Cramer added. "These funds will enable us to undertake high-impact programs in regions of the world where the needs are great and the resources few. The gift will enhance our ability to reach people and communities who are leading the effort to develop sustainable and socially just societies throughout the world." ■

California Budget Revised



Governor Gray Davis.

CA GOVERNOR GRAY Davis announced budget revisions last month stating that the Proposition 98 reductions were smaller than had previously been feared. In his statement, he indicated that "nothing was more important than education" and that he crafted his revisions to the January budget after listening to "voices of the education community."

In announcing his changes, the Governor indicated that the foundation of the revised plan was to finance the $10.4 billion current year shortfall by increasing the state sales tax by an extra half cent. This money would go directly to paying off the loans that would be used to finance this current year's debt. The Governor stated as strongly as possible that the success of this plan was predicated on being able to get a two-thirds vote for the tax increase and passing the budget on-time. Both of these actions may be very hard to achieve. If that is the case, this budget proposal could easily fall apart. ■

Hispanic Media Holds Up

THINGS WEREN'T so good in the first quarter of this year for television advertising. That is, unless your shows were in Spanish. According to ratings firm Nielsen Media Research, ad spending on Spanish-language TV was up 15 percent nationwide in the first quarter of 2003, the highest increase of all media forms. Network and cable television recorded overall declines of 5 percent in the quarter. ■

Nielsen
Media Research

The Source

Student Loan Forgiveness for Bilingual/FL Teachers

PERKINS AND STAFFORD LOANS can be forgiven for full-time teachers in designated low-income elementary or secondary schools. Eligible positions include special education teachers, teachers of math, science, foreign languages, bilingual education, and other fields designated as teacher shortage areas. Find out if you quality for loan cancellation! http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelperk.jsp?tab=repaying

Federal Grants for Parental Information and Resource Centers

THE U.S. DEPARTMENT OF EDUCATION is accepting applications for grants to establish and operate Parental Information and Resource Centers. These centers will help parents participate more effectively in their children's education by providing information to school personnel who work with parents; coordinating early childhood programs with school-age programs; and informing the parents of children who attend schools in need of improvement about their options. The notices and applications, as posted in the Federal Register, can be downloaded from the department's Web site at www.ed.gov/GrantApps/#84.310A. Applications are due to the department by July 18, 2003.

The competition is open to non-profit agencies, including faith-based organizations and community organizations, and consortia of non-profit agencies and school districts. However, under the program's statute, school districts alone are not eligible to apply funding. Nearly $21 million has been made available for the three-year grants. The department expects to make 40 awards, ranging from $200,000 to $700,000 for the first year of these projects. For more information, see www.ed.gov/offices/ OII/portfolio/ pirc.html

Sons of Italy Adopt-A-School Italian Language Program

THE SONS OF ITALY, at the request of the government of Italy, is launching its "Adopt-A-School" program, a national initiative to start and sustain Italian language courses in American schools. OSIA is urging its grassroots network of more than half a million members and supporters coast to coast to assist by encouraging local school officials to offer Italian courses; providing scholarships for Italian language students; and purchasing Italian textbooks, tapes, videos and other necessary materials. Those interested can utilize the free how-to kit "Start Italian in Your School!" in their efforts. Think about adopting a school in your community! Contact Michael Greto, OSIA director of youth and Italian studies, at 202.547.2900 or mgreto@osia.org.

Dollar General

THE DOLLAR GENERAL Back-to-School grant program will award four (4) $5,000 grants to assist schools in meeting some of the financial challenges they face in implementing new programs or purchasing new equipment, materials or software for their school library or literacy program. Deadline: August 15, 2003. Dollar General's community grants program provides support for non-profit organizations committed to the advancement of literacy, drop out prevention and character education in their 27 communitites. To apply for either grant, review the guidelines at: http://www.dollargeneral.com/community/communityinvestments.asp Deadline: September 5, 2003

Gannett Foundation, Inc.

THE GANNETT FOUNDATION serves more than 100 communities across the USA. Each community establishes its own funding priorities depending upon local needs, but most sponsor grassroots educational programs. Check web site for local priorities for the average grant amount in your community and specific deadlines.
Deadline: September 15, 2003. http://www.gannettfoundation.org ■

National Book Scholarship Fund

NBSF grants distribute New Readers Press books and educational materials to qualified adult literacy providers in the U.S. New Readers Press materials are specifically designed for use by adult new readers, tutors, and trainers and can make a positive, significant impact on the learning experience of adult students.

The NBSF gives special emphasis to grant applications from family literacy programs, followed by ESL and adult basic educational initiatives. http://www.nbsf.org/

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SARS Hits Testing in China

ETS has temporarily suspended administrations of the Test of English as a Foreign Language (TOEFL), the Test of Spoken English (TSE), and Graduate Management Admission Test (GMAT) in China, due to continuing health concerns related to Severe Acute Respiratory Syndrome (SARS).

China's National Education Examination Authority (NEEA), ETS's Chinese representative, requested the suspensions. As a result, all paper-based and computer-based testing for these programs will be suspended until further notice. The postponement affects 47 NEEA paper-based testing sites at universities and institutes across China. It also affects 14 computer-based testing centers operated by Thomson Prometric for ETS. The postponement involves 30,000 TOEFL test takers, 500 TSE test takers and 1,000 GMAT registrants scheduled to test through July 31.

"We want students to do their best on these important tests and given the current concerns of Chinese university officials and the Ministry of Education we felt it best to implement the request that testing be delayed a few months," explained John Yopp, vice president of Graduate and Professional Education at ETS.

"The Chinese government has placed the highest priority on measures to prevent the spread of SARS, " says Zhang Jin, spokesperson of the NEEA, Ministry of Education of the People's Republic of China. "We believe that the postponement of these tests is a necessary measure to protect students, test center staff and all people. We appreciate the prompt cooperation and support from ETS."

Information on rescheduling testing dates, procuring vouchers, and making arrangements for refunds is available on the NEEA Web site at www.51test.com. For more information you may visit www.toefl.org, www.gre.org, and www.mba.com. ■

HARCOURT WINS PA Testing

Harcourt Educational Measurement announced this month that it has been selected by the Pennsylvania Department of Education to provide tests and scoring services for the Commonwealth's English Language Proficiency Assessment Program. Pennsylvania education officials notified Harcourt that its proposal was the most responsive to the Commonwealth's requirements.

The contract term is two years with an option to extend the arrangement for additional years.

Pennsylvania's 501 school districts will administer Harcourt's Stanford English Language Proficiency Test annually to nearly 35,000 English language learners in grades K through 12. The testing program will assess student progress in the areas of comprehension, listening, speaking, reading and writing, and will enable Pennsylvania to comply with the federal No Child Left Behind legislation. ■

We Shall Learn Swahili

PRINCE WILLIAM, second in line to the British throne, says he is so enamored with Africa that he is trying to learn Swahili and may switch his university studies to focus on geography. Speaking just weeks before his 21st birthday, William said he wants to learn Swahili "because of my love for Africa." The Prince spent part of his gap year before going to university in Swahili-speaking Kenya and Tanzania. He also went to Botswana.

According to his friends, he spends whatever free time he has listening to Swahili tapes and reading up on African culture. "It's an odd language to learn but I wanted to do something that was very specialized. I love the people of Africa and I'd like to know more about them—and to speak to them," he said.

Despite his enthusiasm (his 21st birthday party will even have an African theme), William is encountering similar difficulties faced by all novice language learners, "I am trying to teach myself Swahili, which is something that has proved a little harder than I thought," he admitted. ■

Summer Reading in Atlanta

A summer reading program that could expand to schools nationwide next year was launched this month in Atlanta's public schools.

The new program encourages school children in grades K-8 to read actively over the summer and avoid the loss of reading skills that often occurs during summer vacation. For the pilot program, books will be free at schools where at least 70 percent of students participate. Funding is coming from corporate, nonprofit and community-based organizations. If successful, the program will expand next year to schools nationwide.

Atlanta was chosen as the pilot site because of the district's strong school leaders and gains in student achievement posted over the past several years.

To help determine the pilot's effectiveness and applicability, the following accountability measures have been incorporated:

- Students are required to submit reading logs detailing the number of books read and what they have learned by the end of August 2003.
- Principals will certify that 70 percent of their students completed the program.
- Data from Atlanta Public Schools reading assessments will help to determine if the campaign helped mitigate the loss of K-8 reading skills that occurs over the summer and improve scores district-wide. ■

Dutch schools go bilingual

BILINGUAL TEACHING of Dutch and English will be phased in to thirteen government-funded primary schools in Rotterdam starting from the coming school year. The aim is to ensure that upon completion of Year 8 in primary school—the final year before children move to secondary school—pupils should be just as fluent in English as they are in their native Dutch.

The bilingual education project leader in Rotterdam, Lex Werdekker, said the initiative is a part of a growing trend among Dutch primary schools to specialize in certain areas, such as music and literature.

The latest addition to the trend is bilingual education, he said. ■

French Renaissance?

Khevir Jettoo examines the global importance of French today and predicts what the future holds for the language

Photo: Matthew Dula

Despite the efforts of successive French governments to promote their language as an equal to English, there can be no doubt that English is now the dominant global language. However, French is still an important international language and it may become more important in the near future. We all know that French is the language of diplomacy and love, of course, but that does not explain why there are about a million teachers of French in the world today teaching over 85 million students this beautiful language.

continued p.14

GLACE
COCO
MAISON

Martinique—another French outpost.
Photo: David Sanger

French is one of the few languages spoken in all four corners of the globe and it is ranked ninth in the list of the world's most spoken languages. It is estimated that French is the mother tongue of more than 180 million people—about 3.2 percent of the planet's population. There are more French speakers in Africa than anywhere else (46.3%), almost as many in Europe (44%) and about eight percent in the Americas. The remaining two percent are to be found in Asia and Australasia.

Almost 40 million Africans south of the Sahara speak French as their mother tongue and another 35 million North Africans grow up speaking it. The continued use of the language in Africa could be the key to the future role of this language on the world stage, as rapid development of the continent is predicted over the next fifty years. In many parts of Africa, French is still the language of commerce and government and looks likely to retain that role, mainly because the diversity of African languages is such that a common language which does not favor a particular faction makes sense. In North Africa, French rivals Arabic as the most widely spoken language as it is spoken by 64 percent of Tunisians, 57 percent of Algerians and almost 40 percent of Moroccans. The language is also used widely in the Middle East, especially in Lebanon, where there are over 1.5 million francophones.

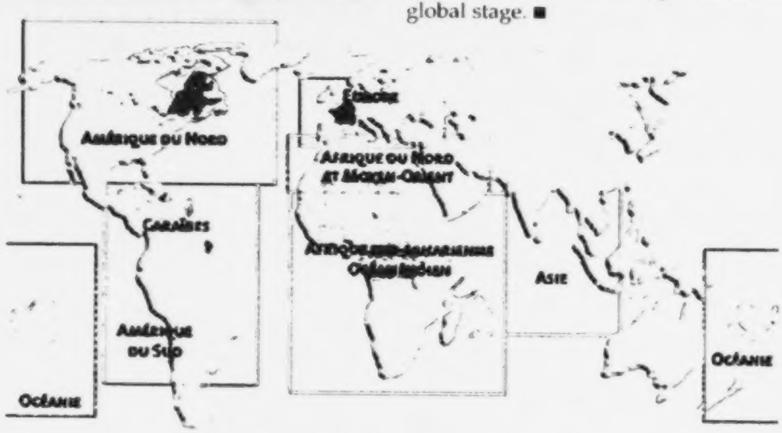
"Canada has the strongest minority with almost 10 million of its 27 million population (1997) speaking French and this minority is very concentrated geographically."

In Europe, outside of France, 45 percent of Belgians and 20 percent of Swiss are French speakers. Much of the business of the European Union is conducted in French, and, with the addition of Switzerland, it is the second most widely spoken language of the zone with 71 million speakers. This is less than the 90 million German speakers, but more than the 61 million English.

In North America, Canada has the strongest minority with almost 10 million of its 27 million population (1997) speaking French. This minority is very concentrated geographically, which generally increases a minority language's prospects. Over 80 percent of Québecois (7 million people) and more than 30 percent of New Brunswick's inhabitants speak French. In the rest of the Americas, there are significant francophone populations in the French overseas territories of Guadeloupe, Martinique and Guyana, as well as almost 300,000 in Louisiana and 23 percent of the 7.4 million Haitians.

In the Indian Ocean, there are about five million French speakers largely concentrated on the islands of Mauritius and Réunion, and in Asia, more than 375,000 people speak the language in Vietnam.

France's empire spread the language across the world, but the key to its continued use is its practicality and the concentration of francophone populations, which results in it being spoken by all people–young and old. As long as new generations choose to speak it, French will never be passé, and may even increase its significance on the global stage. ■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Océanie

Map Key:

Dark yellow—Country or region where French is the official and maternal language

Mid yellow—Country or region where French is the official or administrative language

Light yellow—Country where French is a preferred language of instruction

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Sources :

1) *Atlas de la langue française*, collectif sous la direction de Philippe Rossillon, Bordas, Paris, 1995, 128 pages / Estimations de la population francophone dans les pays d'Afrique subsaharienne francophone, du Maghreb et de l'océan Indien au 1er janvier 1996, Groupe d'études et de démographie appliquée, Paris, février 1996.

2) *Etat de la Francophonie dans le monde, données de 1997-1998*, Haut Conseil de la Francophonie, la Documentation Française.

Khevir Jettoo is a professor of French at the University of Mauritius.

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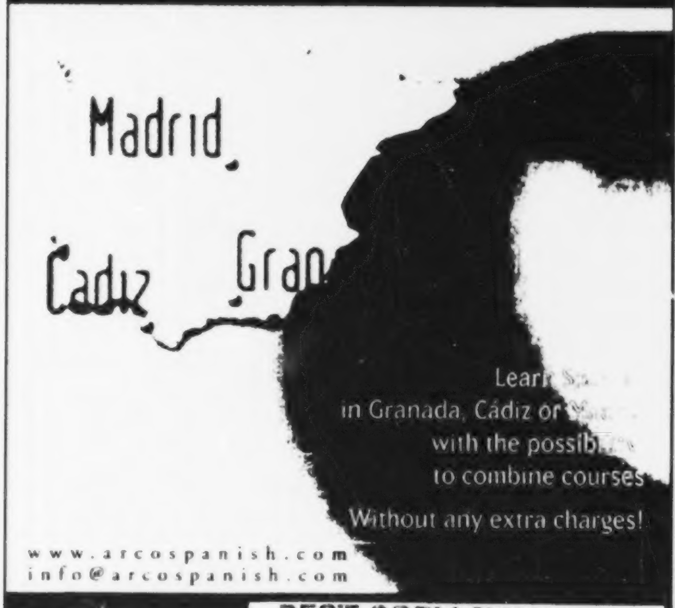
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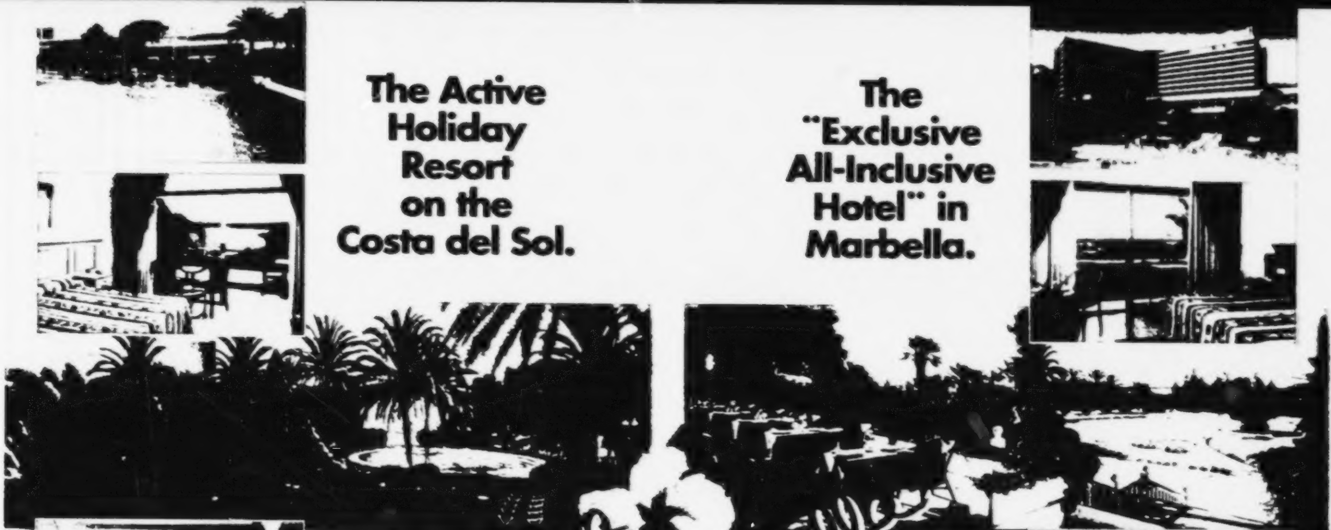
Un atout pour entreprendre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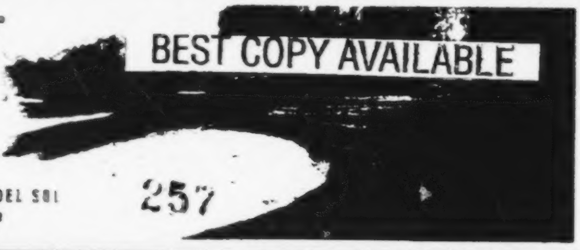

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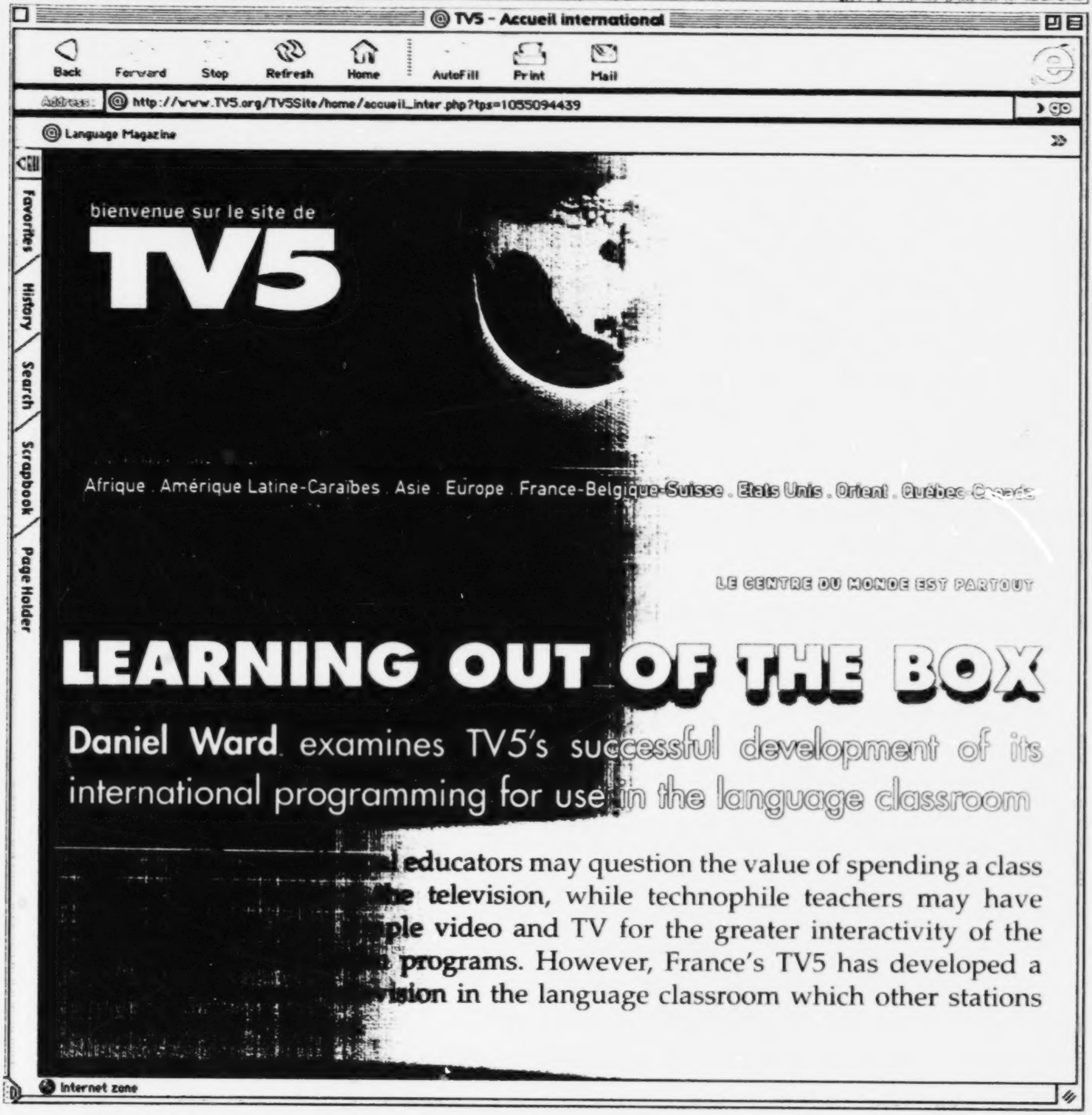

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LE CENTRE DU MONDE EST PARTOUT

LEARNING OUT OF THE BOX

Daniel Ward examines TV5's successful development of its international programming for use in the language classroom

educators may question the value of spending a class
e television, while technophile teachers may have
ple video and TV for the greater interactivity of the
programs. However, France's TV5 has developed a
ision in the language classroom which other stations

It may surprise you to hear that TV5 ranks third (after MTV and CNN) in the world in terms of global viewers with 130 million, of which 75 million are in Europe. The fact that its exclusively French broadcasting reaches such a wide audience is testament to its success in identifying and nurturing target markets, as well as the continued global popularity of French. Vital to this success is the channel's diversity-it is not so much a French channel as an international channel serving the populations of francophone countries from Africa to Canada, which makes it ideal for use in a multicultural environment.

Another key factor has been the recognition of the importance of encouraging teachers to use their programming in the classroom, thereby introducing the station to new generations of viewers. More than 36,000 teachers use TV5 and over 18,000 subscribe to its online newsletters. Instead of trying to develop a pedagogical program to accompany their broadcasting on their own, TV5 enlisted the support of experts in the field—CAVILAM (Centre Audiovisuel de Langues Modernes), which was founded in 1964 by the University of Clermont-Ferrand and the town of Vichy. Cavilam's objective of the promotion of French as a living language which is constantly evolving, and the principle that teachers are facilitators of learning who

continued p.18

from p.16

should continue to learn themselves by bringing the outside world into the classroom, are fundamental to the TV5 educational program. Its motto, "Enseigner. C'est apprendre." (To teach is to learn) bears this out.

TV5 does not create any programs specifically for French learners, so the system is based on the use of real programming for all levels of language learners and focusing on the content which students can understand instead of worrying about that which is beyond them. The station's website (www.tv5.org) contains a full broadcasting timetable and a stock of teaching materials, from manuals to lesson plans and activities, so teachers can select lesson plans and choose which programs to use according to their objectives. Students can also find materials on the site relating to programs watched in class, as well as a multifunction dictionary. However, it is their free enewsletter which really makes life easy for teachers. The newsletter explains how to use upcoming programs in class, and provides teachers with lesson plans and activities which focus on a variety of skills for different competency levels.

> "TV5 has become very popular with French teachers, because it motivates students and much of the hard work has already been done."

Through clever use of the broad spectrum of programs, exercises and activities are developed to suit all learner levels, right down to beginners. According to Patrice Courtaban, director of TV5-USA's western operations, one of the most popular activities for teachers of basic French is to use the weather (Le Météo) reports as a means for learning numbers, geography and the simple association of words with images, such as soleil, pluie, neige, etc. Quiz shows are good for beginners too, because everyone knows their format, and as Courtaban says, "Where else do you hear people introducing themselves just as you're expected to in class?"

At the intermediate level, students can be introduced to scenes from films, drama series and documentary reports, where they can learn to identify the characteristics of communication, decipher images and do comprehension exercises, while they become familiar with modern French as it is actually used.

For advanced students, TV5 suggests comparing and contrasting news programs and commercials to develop comprehension and analytical skills. In universities, the broadcasts can be used as information sources, which will give students insight to the various cultures of the francophone world, as well as their linguistic variations.

In Europe, TV5 has become very popular with French teachers because it motivates students and much of the hard work has already been done. A Dutch teacher explained it quite simply by saying, "This morning, I taped the program 'Paroles de Clips', which is perfect for us French teachers because, with the help of the online tools, I was able to use it straight away in class". The ministries of education in both Germany and The Netherlands have approved TV5's pedagogical system, and its use now forms part of the standard training program for French teachers. Also, the station has recently signed an agreement with the United Nations making it available (along with CNN) on their internal cable system, where it will be introduced to over 700 French students.

Until recently, TV5's growth in the U.S. has been hindered by its status as a premium (à la carte) cable channel. Now that situation looks set to change thanks to an initiative whereby schools will be equipped and set up to receive programming for a year completely free of charge.

To help teachers use their resources, TV5 and Cavilam organize two or three day subsidized seminars, which will begin in the U.S. this year. In the last two years, over 11,000 teachers have attended their training sessions in France and other countries.

Experiencing a new language in a real context motivates learners, and TV5 has devised a system of language learning which is vibrant and relevant to today's students, while making the teacher's job as easy as possible. French teachers are fortunate to have access to this resource, and broadcasters in other languages should follow this example. ■

Daniel Ward is executive editor of Language Magazine.

In 1995 Quebec almost broke away from Canada and became an independent country. The most recent provincial election in Quebec reveals that Canada will remain one country with a bilingual and indeed a multilingual flavor.

The fear that bilingualism would split Canada into two countries seems to have abated if not disappeared altogether, at least for now. The victory of Jean Charest's Liberal Party in the Quebec legislature augurs badly for separatist tendencies. Charest, who is to become the premier in Quebec, has stated that he will work to obtain concessions from the national government but will not push for separation. The losers in the latest election are Bernard Landry and his Parti Quebecois, which had separatist leanings.

The Liberal Party won 76 seats in the Assembly to the Parti Quebecois' 45.

Although the separatist movement has taken a beating, French will remain the dominant language in Quebec. New immigrants will be educated in French. And the laws designed to maintain the hegemony of the French language in the province will

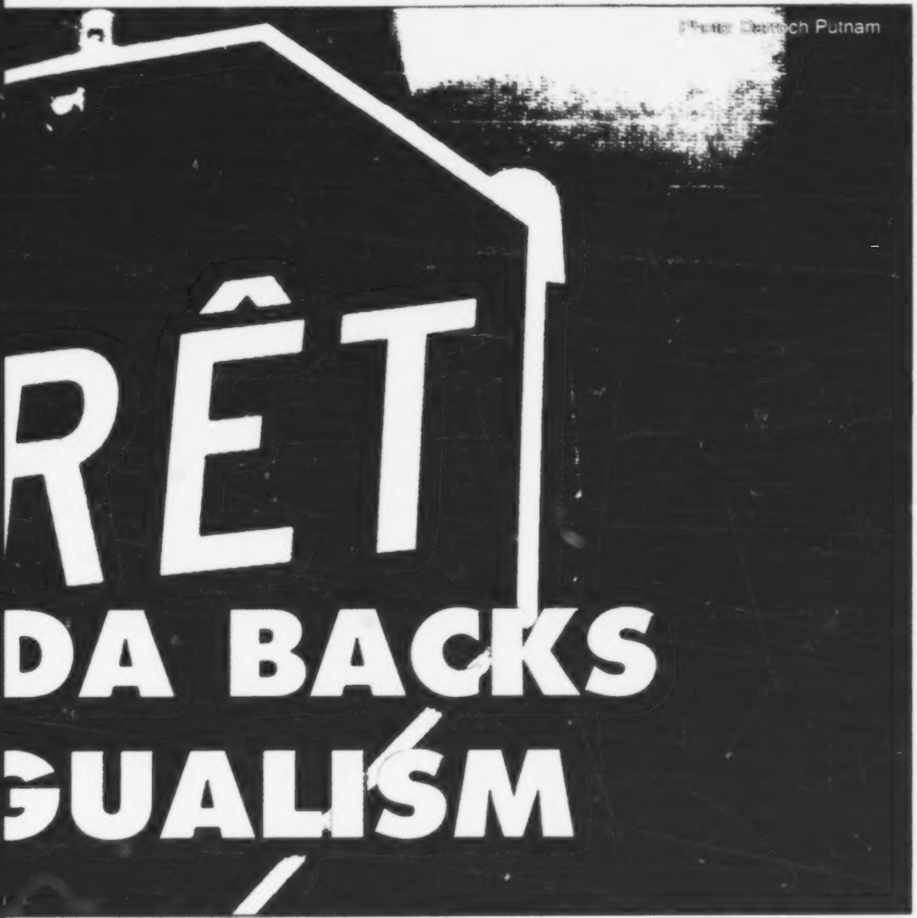

Photo: Dietrich Putnam

Domenico Maceri reports on how the recent Canadian provincial elections have demonstrated overwhelming public support for bilingualism

remain in place. That does not mean Quebec will become a monolingual province. Far from it. The entire province, and Montreal in particular, will retain its bilingual flavor and indeed even a multilingual one.

In the recent election, even politicians who ran on a separatist platform were satisfied that the current linguistic system works well. Some politicians, in fact, not only used their bilingual skills but have expanded them as they attempted to reach more voters. Pierre Bourque, a former mayor of Montreal and a former separatist, campaigned for a seat in the Provincial Assembly from east of Montreal using French, English, and Spanish.

Although language concerns are always present, in the last election candidates focused more on the issues of taxes, health care, and the economy in general. The question of language seems to have been settled. More and more English and French speakers are finding accommodation in Quebec.

Multilingualism is working

In part, things have improved because a number of English speakers have left Quebec. Those who have stayed are increasingly becoming bilingual and intermarriages are becoming more common. One third of Quebec's English speakers are marrying French speakers. The inevitable result: bilingual kids.

Bilingualism is beginning to be viewed not only as possible but even desirable.

It was not always so, of course. French speakers used to see themselves treated as second-class citizens. The success of the Parti Quebecois bolstered the use of French in the province. The language laws of the 1970's were seen as extreme by English speakers because they made French the official provincial language.

Now things are more relaxed. A recent survey found that 50% of English speakers believe language laws should be maintained in Quebec. Older respondents, however, expressed doubts about it. Some business owners still consider the language laws extreme and an infringement on their rights. One law, for example, states that the French version of business signs must be twice the size of their English translation. In addition, services in Quebec must be provided in French or French and English. Other languages can be used, but French must be given priority. Small business owners find these restrictions an imposition.

These laws reflect the demographic landscape in Quebec. Montreal remains a largely French-speaking city. French speakers account for roughly 80% of the population; English 10%, and a number of other languages such as Italian, Spanish, Arabic, etc. account for the rest.

The situation in the rest of Canada as a whole also reflects a similar multilingualism but English clearly is the most widely spoken language. The 2001 census showed that more than 100 languages are spoken, although English and French dominate. 67% of Canadians speak English at home; 23% speak French; and 10% speak a language other than French or English. Nationally, 43% of French speakers reported that they were bilingual, an 8% increase compared to five years earlier. 9% of English speakers stated they were bilingual.

In Quebec, speaking more than one language is becoming more and more typical. The family situation of Antonia Maioni, Director of the Institute for the Study of Canada at McGill University, is getting to be the norm. Maioni, the daughter of English-speaking Italian immigrants, married a French speaker. Their three kids speak French as their first language, but can also speak English and Italian to their maternal grandmother. From family life to a nation's vitality, Canada's languages unite rather than divide. ■

Domenico Maceri (PhD, UC Santa Barbara) teaches foreign languages at Allan Hancock College in Santa Maria, CA. His articles have appeared in many newspapers and have won awards from the National Association of Hispanic Publications.

CLASSES ON CAMERA

Dr. Irene Borrego and **Dr. Debra Cook Hirai** explain how their innovative "best-practice" videos not only add value to staff development sessions and institutes for ESL teachers, but also serve as peer training tools

Designated a "Hispanic serving Institution" by the State Department of Education, California State University, Bakersfield (CSUB), as well as many other universities in the California State system, continues to provide quality instruction for future teacher educators. These educators are faced with a rapidly increasing population of English Learners, a group whose size has increased by at least 80% in the last 10 years.

In an effort to support the K-12 second language learners and their instructors, CSUB has created a website which highlights teacher-created "best practice" videos of SDAIE (Specially Designed Academic Instruction in English, or Sheltered Language Instruction in the core content areas), ELD (English Language Development) and Multicultural Instruction. The "best practice" videos encourage teachers to reflect and expand on pedagogical teaching concepts while providing an overall educational resource which walks the English Learner educator through video clips exemplifying ELD and SDAIE strategies. The Web site is a product of several grants, the two most prominent being Project TNT (a PT3 federally funded technology grant) and ELDPI (the English Language Development Professional Institute), a California state funded grant for improvement in subject matter teaching for K-12. Videos can be found at www.ProjectTNT.com ■

Photo: Dean Hovell

All too often, education institutes and staff development sessions are conducted without any attention paid to accountability. Session evaluations are handed out and, given good ratings, the sessions are considered successful. More needs to be done to ensure that staff development is effective and used at the school site. Teacher reflection is a critical component of the evaluation process. The process of ensuring educators take what they have learned from the sessions and actually implement it at the school site needs to be reviewed. Susan Imel (1992) suggests, based on her analysis of many other researcher's works, that reflection must include not only the knowledge of a given instructional practice, but also the application of the use of that strategy. Educators need to implement what they learn at staff development sessions, share the knowledge with others and reflect on their ability to successfully put these strategies into action in their own classrooms.

The English Language Development Institute (ELDPI) and Project TNT (Teaching with New Technologies) brought many innovative changes to the campus of California State University, Bakersfield (CSUB) and the K-12 schools in the central valley of California and across the nation. During the past three years, we have worked with more than 450 educators, through ELDPI and other professional development sessions, on second language acquisition instructional strategies.

The ELDPI was held for one week of intensive instruction each summer from 2000-2002, along with at least four follow-up sessions during those school years. The first year the follow-up sessions focused on instructional strategies; however, the need for more technology instruction (especially in video editing) became apparent. The last two years included a strong focus on "iMovie" instruction in the follow-up sessions, helping participants to learn to edit their own "best practice" video.

Participants (teachers, administrators and para-professionals) in the Institute were exposed to many well-known theorists in the field of second language acquisition (Kathy Kenfield, Stephen Krashen, Lily Wong Fillmore, Jill Kerper Mora, et. al.) and instructional strategies in the following areas:

1. How to include the California State English Language Development Standards in their lessons;
2. How to assess English Learners (EL's) and to use the results of that assessment to guide curriculum in their classrooms;
3. Strategies on how to instruct "academic" language in the core content areas (Social Studies, Science, Math, etc.)—that language which is necessary for EL's to succeed on standardized tests, in the classroom and in the workforce;
4. How to involve parents in the classroom environment; and
5. SDAIE (Specially Designed Academic Instruction in English), and ELD (English Language Development), or ESL instructional strategies.

> "The last two years included a strong focus on 'iMovie' instruction in the follow-up sessions, helping participants to learn to edit their own 'best practice' video."

To receive their stipends each school team at ELDPI had to produce a plan after the first week, depicting how the team was going to implement the strategies learned from the Institute at their school site along with a "best practice" self video, due at the end of the follow-up sessions. The "best practice video" had to demonstrate either an

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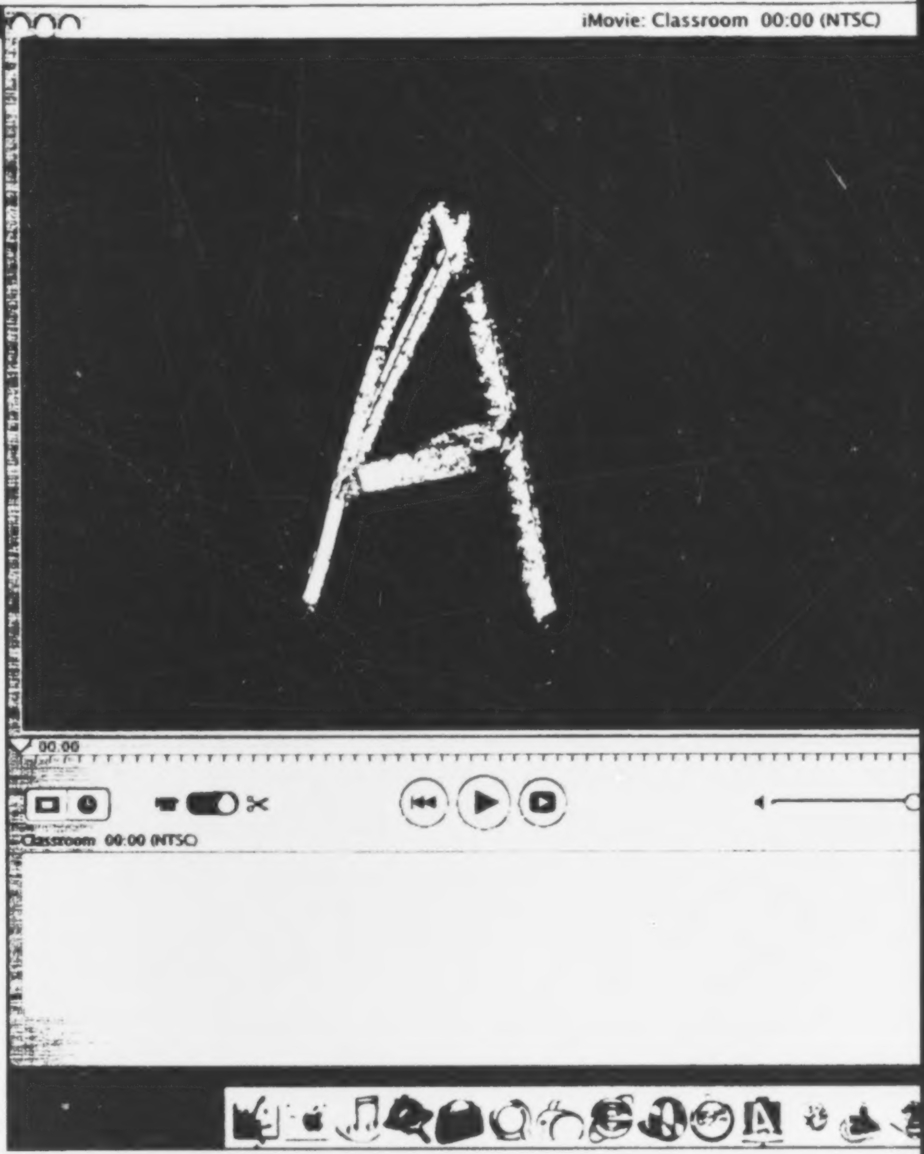
English language development strategy (ELD) or a SDAIE strategy, which the participants learned from the Institute and put into practice in their own classrooms. This video also had to be edited to a four or five minute clip by the participants to increase availability to audiences with differing bandwidth needs.

There was much discussion in the beginning as to whether it was better to use full video case studies or short video clips. It was soon decided that full video case studies would not result in the outcomes desired by the ELDPI co-directors. We needed short videos, which anyone could download quickly in the comfort of their home or office. If someone needed an idea for a K-12 lesson, they could download a teacher created "best practice" video in the areas of ELD, SDAIE, or Multi-cultural strategies. Or, they could download videos of keynote speeches by renowned presenters for more instructional ideas. These short videos are not "production quality"; that is to say they are not professional quality. They are "teacher created" for a reason with a defined purpose: they are meant to reflect reality—what is really happening in the classroom. Some are better than others; some participants will improve and update their own videos over time. But the main objective is to demonstrate, in a short video clip, what an effective instructional technique for the English learner looks like and how it is accomplished. It is also an important reflection tool for the participant as they implement strategies learned at the Institute in their classroom and analyze how effective their application of these strategies is and how well their students are performing.

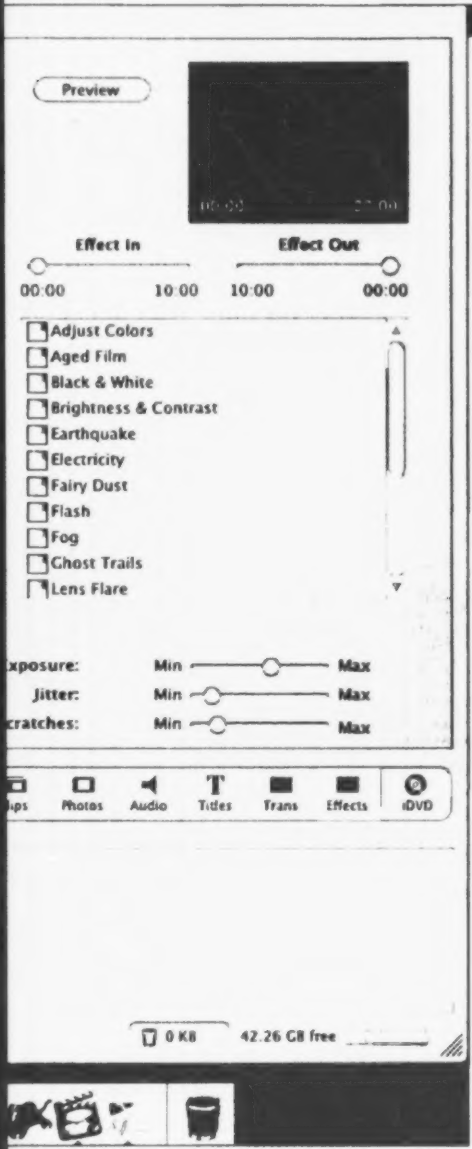
Full video case studies would have to be taped and edited professionally, would take much more time to download and view, and would take a huge amount of server space to archive. On the other hand, short "best practice" videos, taped and edited by the participants, would soon become a new form of "online peer coaching". Teachers would no longer have to arrange formal observations with peers to glean new strategies for working with the English learner, and hope that the observee saw a good class that period, both behaviorally and academically. They can now view the same type of modeling, in a shorter time frame, at their own leisure, at home, the office, or in a classroom—at no cost. Districts can avoid some of the problems traditional staff development poses by offering opportunities to acquire skills through web based interaction (Dirks, 2003). When the peer coaching occurs online, any of the above mentioned problems can be taped over or edited out.



The Process

ELDPI "joined forces" with Project TNT when the director of Project TNT, Dr. David Georgi, asked for videos displaying good instructional practices for EL's. We became Learning Circle 3—OLLE (Online Language Learner Educators) and we asked our ELDPI participants if they would like to post their "best practice" videos to our newly created (by Javier Ruiz Arreygui, CSUB student and webmaster) website. (We are now the Language Acquisition Taskforce). Thus began a metamorphosis for teacher, administrator, and paraprofessional staff development. The learning curve was steep. First, Javier had to teach us to videotape, use iBooks and to edit video. Equipment was sparse; at one time we used overhead projectors for lighting during videotaping. Cordless microphones had to be purchased. Having an Apple "ibook" portable lab in place was a real blessing. As we learned how to edit videos (we used the keynote speeches and some of the presenter sessions), an overwhelmed Javier had his hands full! By the beginning of September, 2001, all edited videos were posted and the real work began. Now we had to train the participants.

Participants also had to learn how to use digital video cameras, become familiar with the Macintosh operating system format, learn how to connect a fire-wire (which allows fast transfer of data, especially for video format which can take up a great deal of hard drive space), become familiar with the "iMovie" software and then learn how to transfer their edited, or partially edited, video back to the DV video tape. There is always a concern on how to instruct teachers in the area of technology, given the great degree of differences in their abilities to



apply computer knowledge and the degree of difference in their desire to use it. Appealing to teachers at a personal level (using best practices videos) according to Tenbusch (1998), is one of the best ways to get teachers involved. He also mentions several other practices used by the ELDPI team: intensive small group training, one-on-one follow-ups, ongoing "reflective conversations" and observing other teacher demonstrating their "best practices".

Project TNT and ELDPI worked collaboratively to provide the reflective practice for the Institute and the equipment to post the videos to the website (www.projecttnt.com). ELDPI—OLLE concentrated on developing the "best practice" videos, which showcase educators working with their EL students, and Project TNT provided the technical assistance and equipment needed.

In the first year of ELDPI (summer 2000), participants were required to submit a team video. Not having the assistance that participants would receive in future years, only a few videos were produced. During the second year (summer 2001), with greater assistance aforementioned, many more videos were produced. This year (summer 2002), two technology sessions (A & B) were offered as choices for the participants during the week and five full Saturdays were devoted throughout the school year to assist in the "best practice" video production. We now have over 80 videos posted, in the areas of teacher training and teacher "best practices". After reading the many positive comments regarding the technology training and after viewing the digitized video team implementation plan put together by a group of high school teachers (see "SDAIE GUY", http://www.projecttnt.com, online videos, language acquisition, SDAIE), we anticipate that many more videos will be created this year, with the quality ever improving. This high school team created a fictitious character called "SDAIE Guy", on video, who will come to their school sites, use SDAIE and ELD strategies, and resolve all their English language learner problems.

> "Faculties from universities around the world have exhibited a strong interest in collaborating with us in this venture."

Results

Many faculty members across CSUB and other university campuses are not only linking to our website, but are also using our "Language Acquisition Videos" (which are teacher created) and "Teacher Development Movies" (presenter and keynote sessions) to assist the teacher candidate in working with the English learning student. (These categories are titles to be found directly on the website mentioned above). In addition, faculties from universities around the world have exhibited a strong interest in collaborating with us in this venture.

The popularity of the website is growing. Each year the number of videos posted to the website will grow exponentially as we collaborate with more and more K-12 schools and universities. Above all, the teachers who participate are excited about learning new instructional strategies in the areas of second language acquisition and technology.

Preliminary research findings on the effectiveness of the Institutes indicate that EL students at school sites who participated in the training (with six or more participants and one administrator) demonstrated an overall average growth of 14 percentile points on the SAT9 (formerly the California State Achievement Test), which is administered in English, while the statewide average growth over the same period of time for EL's was only 4 percentile points.

This website (www.projecttnt.com) illustrates and demonstrates a highly innovative curricular reform in staff professional development. It is designed to ensure that "No child or teacher is left behind" (the new NCLB Title III federal government regulations) in the area of second language acquisition. ■

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SPECIAL REPORT

FORBIDDEN ENGLISH:
Swearing in a Second Language

Steven Donahue debates the use of 'foul language' in the classroom

> *Good authors too who once knew better words /*
> *Now only use four-letter words /*
> *Writing prose / Anything goes*
>
> **Cole Porter --1934**
>
> *I swear (Most emphatically) I never swear. I detest the habit. What the devil do you mean?*
>
> **Prof. Higgins in Shaw's Pygmalion**

Anything Goes?

One day in class, Tara, an otherwise excellent writing student, told me that she was, "Pissed Off." Because she was a second language learner, I felt that she was just trying out a new word she had picked up, without realizing its connotations or its register. I told her that it would be better to say that you have had a "challenging" day or that "you are angry, frustrated, annoyed, tired, and so on." In fact, "Pissed Off," like many overused curse words conveys very little information by itself. Still, the battle against foul language may be an uphill one for educators against the steady proliferation of swearing words in the media.

Foul words have become ubiquitous, but how educators address the issue of cussing in the second language classroom is a perennial dilemma--to teach, not to teach, or how to teach. Indeed, modern times have witnessed an expansion in the use of the forbidden lexicon. Timothy Jay, a professor of psychology at the Massachusetts College of Liberal Arts, and author of *Why We Curse: A Neuro-Psycho-Social Theory of Speech* estimates that swear words now comprise 10 percent of the average adult's work vocabulary and 13 percent outside of the workplace. According to the Parents Television Council, between 1996 and 2001, the frequency of profanities such as "bastard," "son of a bitch" and worse tripled on the leading networks.

Of course, the use of bad words has been decried from generation to generation, yet its use is also embedded in literature, heroic oaths, curses, and hate speech. In *Vanity of Vanities* (1660) the lines go: "They talk't of his having a Cardinalls Hat,/ They'd send him as soon an Old Nuns Twat," referring to a vagina. Few are aware that in *Hamlet*, "Hoisted with his own petar(d)" is a coarse reference. In 1914, the London audiences gasped when George Bernard Shaw had a young girl proclaim the taboo word, "Not *bloody* likely!" in *Pygmalion*.

There used to be a well-defined line that prevented profanity and was not to be crossed in the media. Since the 1920s, the venerable censors of the Motion Picture Producers and Distributors of America (MPPDA) successfully prohibited pointed profanity, such as: Hell, S.O.B., Damn, Gawd, and so on. Even today, technically, it is a violation of federal law to broadcast any obscene or most indecent programming. And the Federal Communications Commission (FCC) has generally kept the airwaves "clean" for decades.

But the vulgar language envelope continues to be pushed by the media. The Parents Television Council was recently shocked to discover that ABC failed to edit the "F" word from *I'm a Celebrity...Get Me Out of Here*. Increasingly, "bull [bleep]" is heard on *Nightline* and *60 Minutes*, as well as on the trashiest television shows, like *Jerry Springer*. The Emmy-Award winning, *The Osbournes*, is so riddled with expletives and bleeps that it is virtually unintelligible, even to native speakers of English. In *A Season on the Brink*, a made-for-TV sports movie carried on ESPN, the "F" word is dropped 15 times in the first 15 minutes. Radio host Howard Stern, under fire for his gratuitous dirty mouth, is now battling the FCC and has said, "Foul language is all around us; porno is rampant and, you know what? The country's running fine."

@$%#@&...I can't b
they just scored!...^%

To Teach or Not to Teach

Second language students should realize that foul language falls on a taboo spectrum from PC (Politically Correct) terms to Euphemisms to the truly Obscene (Table 1). Euphemisms are words that are needed

Table 1: TABOO SPECTRUM

Register	Definition	Example
P.C.	Politically Correct Speech	Founding Fathers (sexist, replaced with framers or founders)
Euphemisms	Any word replacing a taboo word	Chest (for Breast)
Minced Forms	A nonsense word standing for a foul word	Gosh darn it (for God damn it) Frigging (for F______)
Profanity	A word that offends against a religion	God damn it!
Vulgarity/ Indecent	An offense against good taste	Bloody
Obscenity	An offense against morals. Sex related terms	F___ you!

Table 2: DANGEROUS DOUBLE MEANINGS

Danger Word	Meaning 1	Meaning 2
Balls	Used for sports	Testicles
Cheeks	A part of the face	A part of the buttocks
Fairy	An imaginery creature	A homosexual
Fly	An insect	The zipper of the pants
Fox	An animal	A sexually attractive woman
Get Hot	To become warm	To be sexually excited
Hold it	To grasp something	To postpone going to the bathroom
Know	To acquire learning	To have sex with someone in the "Biblical" sense
Meat	Food	Penis
Proposition	Make an offer	Make an offer for sex
Quickie	Do something in a rush	Have fast sex

Photo: Christian H[illegible]

when it is necessary to speak about taboo words that have been repressed in many situations. The danger for ESL students is that they may not realize how to "change registers," that is, to change the form of language appropriate to a particular situation, and could be stigmatized by the faulty use of strong words in the wrong situation.

The overuse of profanities can also curb a speaker's ability to communicate the nuances of their thoughts. It is important that students know that the word "freaking," is not acceptable in their English compositions, and is a minced form for the "F" word. In most situations a speaker needs to expand their repertoire and use more informative adjectives: fabulous, frustrating, terrific, marvelous, and wonderful.

Other words have connotations which may contain covert taboo references. A student of mine who was working in a deli once asked a repeat customer, "How's your meat!" She immediately knew she had made a faux pas by the blush on the man's face. So, second language learners must take care with these words because they can carry two meanings (Table 2).

While there will always be dirty words, language teachers have other recourses other than just washing out students' mouths. Educators can address the idea of the high and low registers in English without getting too explicit in the classroom. In addition, they can direct students to resources on the Web or books that deal with cursing. Mostly, they can emphasize that language is a rich tapestry that entails many choices—and the utility or expressiveness of forbidden words is quite limited in academic and civil circumstances. ■

Warning: For Mature Students Only!

For a PowerPoint tutorial on Forbidden English and a test on over 150 common ones, go to: http://www.glearner.com/Foul.html

For an online test with video clips of common Foul Words, see: http://www.stevendonahue.com/ (Go to Foul Words under Quick Links). Click on "Get Access" to get your free PIN number.

Further Information:

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Why We Curse: A Neuro-Psycho-Social Theory of Speech by Timothy Jay

John Benjamins Publishing Company, Amsterdam/ Philadelphia 2000

Forbidden American English by Richard A. Spears Passport Books Chicago, IL 1990

Federal Communications Commission: http://www.fcc.gov/eb/broadcast/obscind.html

Parents Television Council: http://www.parentstv.org

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DIALECTS IN THE

Jeff Conn describes the beauty of the emerging dialects of the Pacific Northwest in Portland, Oregon

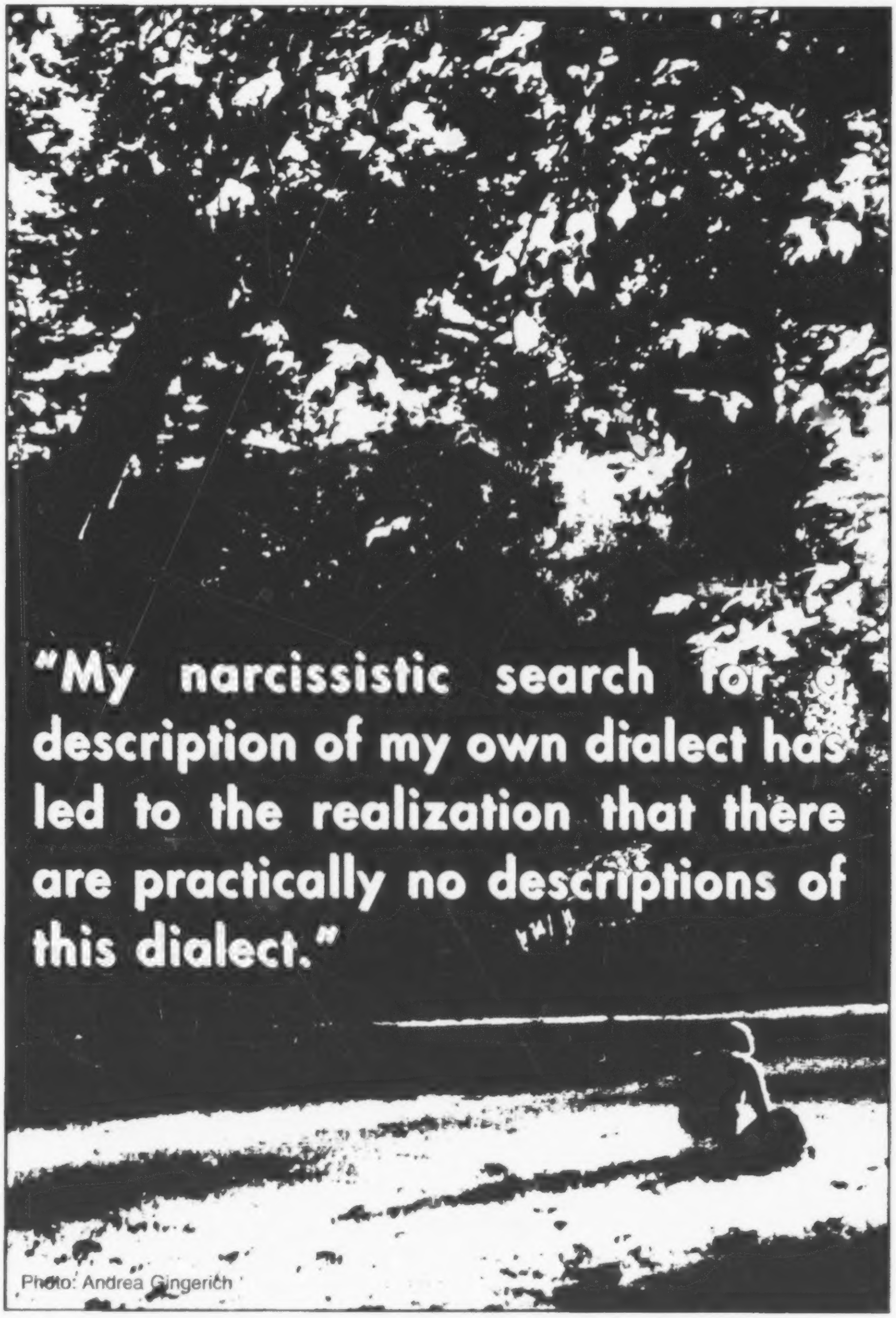
Like many people from Portland, Oregon, I grew up thinking that an accent was something that other people had. It wasn't until I began studying linguistics that I realized that my "General American" accent was, in fact, not. The first shock came in an introductory phonetics class, where I was determined to produce all the sounds of the world's languages. Much to my dismay, I did not have a distinct pronunciation for the word caught, but pronounced it the same as cot. Not only was my accent deficient of a vowel, but I was also unable to produce or perceive the difference between this phantom vowel and the vowel of cot. This merger of the vowels in cot and caught was the first sign of my accented speech.

Since then, I have been able to identify other characteristics of my accent. However, my narcissistic search for a description of my own dialect has led to the realization that there are practically no descriptions of this dialect. Furthermore, the reliable *Linguistic Atlas* projects, a series of exploratory projects designed to investigate North American dialects, did not collect data from Oregon before the project was prematurely abandoned. Like other dialect areas of the American West, descriptions are lacking, contributing to the myth that there are no distinctive dialects in the United States west of the Mississippi River.

There has been a lot of work on various North American dialects, both in traditional dialectology as well as in contemporary sociolinguistics. The traditional dialectology approach uses word choices as a primary way to categorize dialects, while the sociolinguistic approach typically organizes North American dialects based on changes in pronunciation of vowel phonemes. The dialects of the Pacific Northwest, however, have been virtually ignored in both lines of research.

Besides the *Linguistic Atlas* projects, another traditional dialect project that investigates North American varieties of English is the Dictionary of American Regional English (DARE). The analysis of the data from DARE suggests that there is a unique dialect region in the Pacific Northwest, and Portland may be the center of it. Culturally, Portland and Seattle continue to grow as independent urban centers, while at the same time, they are bound together, creating a larger Northwestern identity. Dialect-wise, this may indicate subtle dialect differences emerging from a common variety of English. In a sociolinguistic approach, Portland is considered part of the West. This large dialect area stretches from the Pacific Coast states east, and includes Washington,

Photo: Steven Roorda



"My narcissistic search for a description of my own dialect has led to the realization that there are practically no descriptions of this dialect."

Photo: Andrea Gingerich

Oregon, California, Idaho, Montana, Utah, Nevada, Wyoming, Colorado, Arizona and New Mexico. One project adopting this framework is the Atlas of North American English (ANAE), a survey of North American English pronunciation conducted by William Labov, Sharon Ash and Charles Boberg at the University of Pennsylvania. In order to understand this project's organization of dialects, including Portland as part of the West, it is necessary to briefly outline their approach to describing dialects. While traditional dialect studies examine different words used by different communities for the same thing, i.e. bucket vs. pail, and characterize dialects by these vocabulary differences, modern dialectology and sociolinguistics organizes North American English dialects by pronunciation of vowels using a language change approach. Dialects are grouped by speakers' participation in a handful of identified vowel shifts. These shifts indicate a change in pronunciation of vowels, using a historical organization of these vowels as a starting point. This historically based phonemic inventory represents the pronunciation of Modern English vowels in North America circa the seventeenth century. From this set of vowels, historical word classes are established, which group words together that contained the same vowel. For example, the short-a word class includes words such as dad, bat, pan. This framework was established in order to preserve original contrasts in vowel production between two sets of historical word classes that may have lost the distinction and merged. An example of a merger for many North Americans is what is known as the horse~hoarse merger, where the vowels in both word classes are identically produced for many, but not all, speakers.

Over time, the way a vowel is produced can change, which in turn may cause a chain reaction of modifications in other vowel pronunciations. One of the prominent vowel chain shifts is the Northern Cities Shift, so

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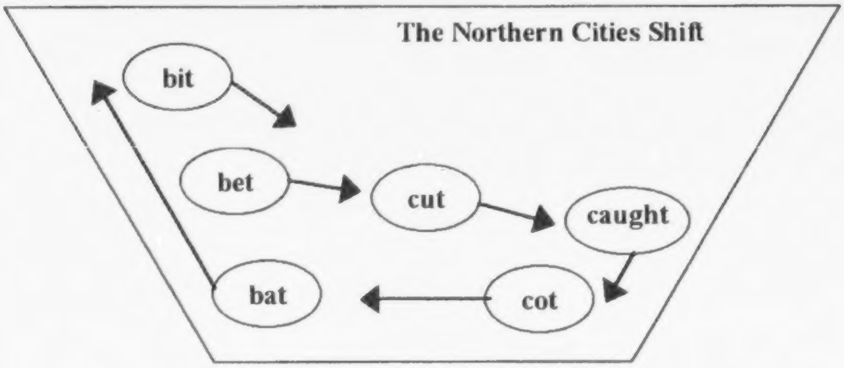
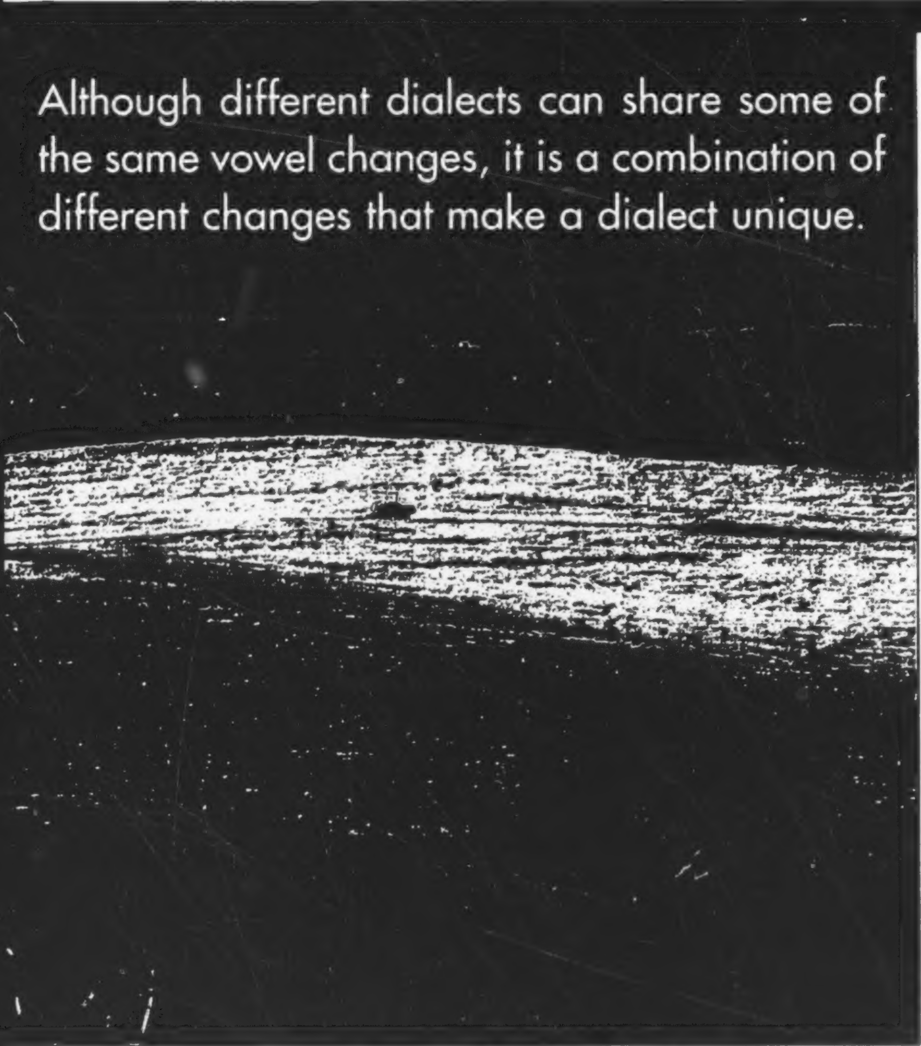
called because it was first discovered in the inland metropolitan areas of the United States, i.e., Chicago, Detroit, Cleveland, Buffalo, etc. The diagram below shows how a change in vowel production of one vowel can trigger changes in other vowels in order to maintain distinctions between them and in order to fill voids in phonetic space—the space located in a speaker's mouth where the tongue changes position in order to produce vocalic sounds.

According to the Northern Cities Shift, a speaker from Detroit says cat like *kee-at* and cot more like cat. Some advanced speakers of the Northern Cities Shift produce vowels in bet that sound to many speakers like but. Dialects follow different shifts over time and become distinct, which is why American English differs from British and Australian English, for example. Although different dialects can share some of the same vowel changes, it is a combination of different changes that make a dialect unique. For example, Southern British English, Southern American English, and Australian and New Zealand English all have front pronunciations of the vowels in boot and boat (sounding like *biwt* and *bewt*), as well as low and more central pronunciation of the vowels in key and bay (sounding like kay and buy), but the pronunciation of the front short vowels (bit, bet and bat) is what makes each dialect unique. Therefore, a dialect is defined by its participation in a combination of vowel changes.

The inland North region of the United States is following one series of vowel changes, while the American South is following a different one. In addition to these two large dialect areas, there are smaller dialects that can be identified by a combination of vowel changes that may or may not be organized into a comprehensive vowel shift. While ANAE describes in detail much of the English spoken in North America, the dialect area classified as the West is still largely undefined. One characteristic of this area is the cot~caught merger. This merger is the identical production of the vowel in the words cot, Don, collar and the vowel in caught, Dawn, caller. This merger is not limited to the West, and is a characteristic of many other dialects, such as Pittsburgh, parts of New England and the Midwest, as well as Canada. In addition to this merger, Canadian English is participating in the Canadian Shift, which is the lowering and centralization of the front short vowels bit and bet (sounding something like bet and bat), similar to the Northern Cities Shift shown above. However, unlike the raising of the vowel in bat in the Northern Cities Shift (to *bee-at*), Canadians are lowering and centralizing (retracting) this vowel (sounding something like *bot* or *baht*). This shift is also reported to be operating in Californian English, and is stereotyped in the speech of Valley Girls, as in "gahg me to the mahx." Another aspect of Californian English is the fronting of the back vowels in the words boot, book, and boat, similar to Southern American English. This can be heard in the words totally and dude (sounding like *teow-tally* and *diwd*). Since Portland, Oregon is located half way between California and Canada, it is not surprising that a Portland dialect would contain some of these features.

With regard to a Portland dialect, it seems unlikely for two people to meet and for one of them to say to the other, "You





Although different dialects can share some of the same vowel changes, it is a combination of different changes that make a dialect unique.

have such a strong Portland accent." This may be due to the very young age of the West in general. The dialect has not had time to unify, emerge and become recognized as either a unique dialect, or part of a larger dialect. Similar to findings in California, the Portland dialect is a rather diffuse dialect in older speakers, but seems to be becoming a more unified and focused dialect with the younger speakers. Furthermore, a small group of researchers at Portland State University have begun to describe characteristics of the dialect and data collected so far have shown that Portlanders are beginning to participate in a shift similar to its neighbors to the north and south.

The cot~caught merger

One of the characteristics that Portland shares with Canada and other Western cities is the cot~caught merger discussed above. Nearly all Portland speakers, especially under the age of 60, have a merged low back vowel. This merger, however, is not present in some older speakers (over 80), which indicates the relative young age of this merger in Portland.

The cat vowel

While Canada and California seem to be a bit more advanced in the backing of this vowel toward the vowel of cot, the speech of younger Portlanders suggests that Portland is also changing. Before nasal consonants, however, this backing does not happen and Portlanders produce a higher vowel in this environment. So, Anne does not sound identical to add, but closer to Ian. Another Portland pronunciation is in words with this vowel before g's, such as bag, tag, gag, etc. Instead of a simple bat sound, many speakers produce a vowel with a y-like glide. In addition, a similar glide quality is produced in bet words before g, making beg and bag sound nearly identical, and sounding like the vowel in bake. Although this has not quite reached a merged stage, there is an increase in these productions in younger speakers. Another Canadian/Californian quality is a more open and lower realization of the vowel in bet words, sounding almost like bat. This lowering is evident in few Portland speakers, and this may be a change that Portland will participate in in the near future.

Back vowel fronting

In addition to the front short vowels, Portlanders share another characteristic with Californians. This is the fronting of the back vowels boot, book and boat. This change, although not characteristic of the inland north, is characteristic of many other North American dialects. The fronting of the boot and book vowels is more common, and Portlanders, like their Californian neighbors, are producing very fronted boot vowels, where boot and beet differ mostly by the glide part of the vowel (sounding like *bi-wt* and *bi-yt*). While the book vowel is not quite as front, many young speakers can be heard saying *gid* for good, and are often misunderstood when saying look, sounding to others like *lick*. The fronting of the boat vowel is not as common, and is one measure that the Atlas of North American English uses to categorize dialects. Therefore, boat fronting is an important quality to identify in order to accurately describe and classify a dialect. Younger Portlanders can be heard saying boat vowels with a fairly central nucleus, sounding like the vowel in but. The more extreme examples sound almost like *ge-ow* for go, but these extremes are not the most common, although Portlanders will probably continue to front this vowel over time. In addition, research also shows that fronting is strongly disfavored in the production of the boot and boat vowels before /l/ (as in pool and pole). Also, there is some evidence that pool and pole vowels are moving towards a merger in the future. Another characteristic of the back vowels is the boat vowel before nasal sounds, like home and bone, where some speakers produce words such as home, with a vowel closer to a cot/caught vowel than a boat vowel.

Intonation patterns

Another aspect of the Portland dialect that may be noticed is the use of a particular intonation pattern. This intonation pattern is known as "up-speak", or high rising termi-

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SECONDARY MARKET
ty
BABIES

The eastern Oregon desert country.
Photo: Norman Eder

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nal contours. Basically, this is the use of a rising question intonation on a declarative sentence, so that a statement like, "Then we went to the store," may sound like a question rather than a statement. While this intonation pattern has been found in many different dialects (Australian English, for example), it is usually associated with teenage girls. This is the case in Portland, but research also shows that the use of this intonation contour is not limited to women, and not limited to teenagers. The functions behind the use of this intonation contour are still under investigation, but its use may become more and more a part of the Portland dialect as it spreads outside the teenage female realm.

Vocabulary

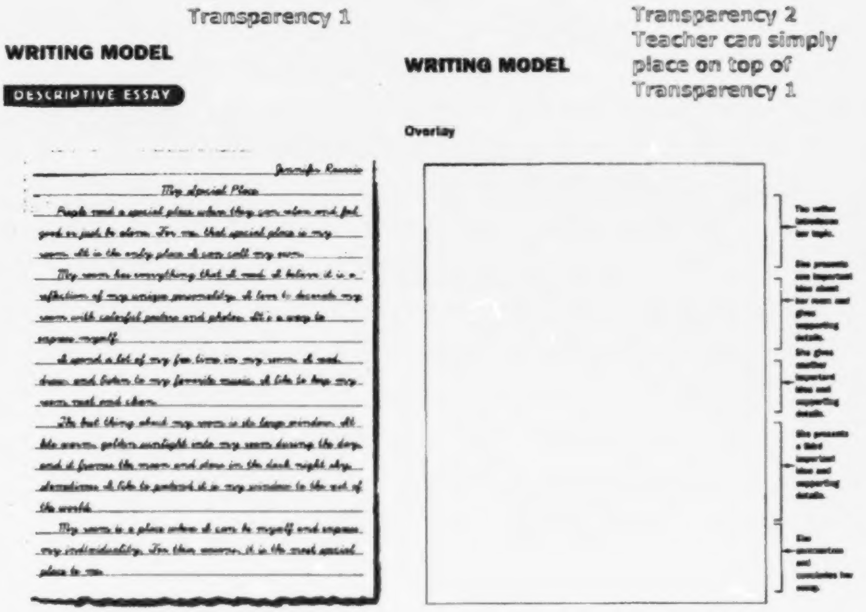
Though there are many other aspects of the Portland dialect that remain to be investigated, Portlanders show signs that they are following a similar pattern that is found in Canada and California. The distinctiveness of a Portland dialect may remain in its way of life, where granola is more than a breakfast food, it's an appropriate adjective to describe clothing, beliefs and attitudes. Or in lexical choices, terms such as full on and rad indicate coolness. As Portlanders continue to front their back vowels, they will continue to go to the coast (geow to the ceowst), not the beach or the shore, as well as to microbrews, used clothing stores (where the clothes are not too spendy (expensive), bookstores (bik-stores) and coffee shops (both words pronounced with the same vowel). Also, the existence of buckaroos (Oregonian cowboys) may continue a Southern connection that may play out linguistically. What lies in store for the Portland dialect is the emergence of a dialect from the mist, (or the rain, or the drizzle, or the spitting, or the pouring, etc.) Dialect regions of the Pacific Northwest may just be emerging, but it is clear that they now are carving out a unique niche among the varieties of American English. ■

Resources: Information about the *Atlas of North American English* can be found at http://www.ling.upenn.edu/phonoatlas/ and more information about the principles of language change can be found in Labov's two volumes Principles of Linguistic Change (1994, 2001). For more information about DARE and a dialectology approach to American dialects, see Craig Carver's 1987 book *American Regional Dialects: A Word Geography* or visit the DARE web page: http://polyglot.lss.wisc.edu/dare/dare.html. For more information about the Linguistic Atlas projects, visit: http://hyde.park.uga.edu/index.html. A special thank you to Dr. G. Tucker Childs, Rebecca Wolff and Mike Ward for all their work on the Portland Dialect Study at Portland State University.

Jeff Conn is a doctoral student in linguistics at the University of Pennsylvania, where he is studying the emergence of the Portland dialect along with his general study of sociolinguistics.

SHINING BRIGHTEST

Shining Star, Hartmann, Chavnot, Huizenga, **Pearson Longman**, NY, 2003.



A pair of transparencies to be used in explaining the structure of a descriptive essay.

> "Those teachers who like to involve the parents and family members of their students in their children's education will appreciate the "Dear Family" letters found in the same section."

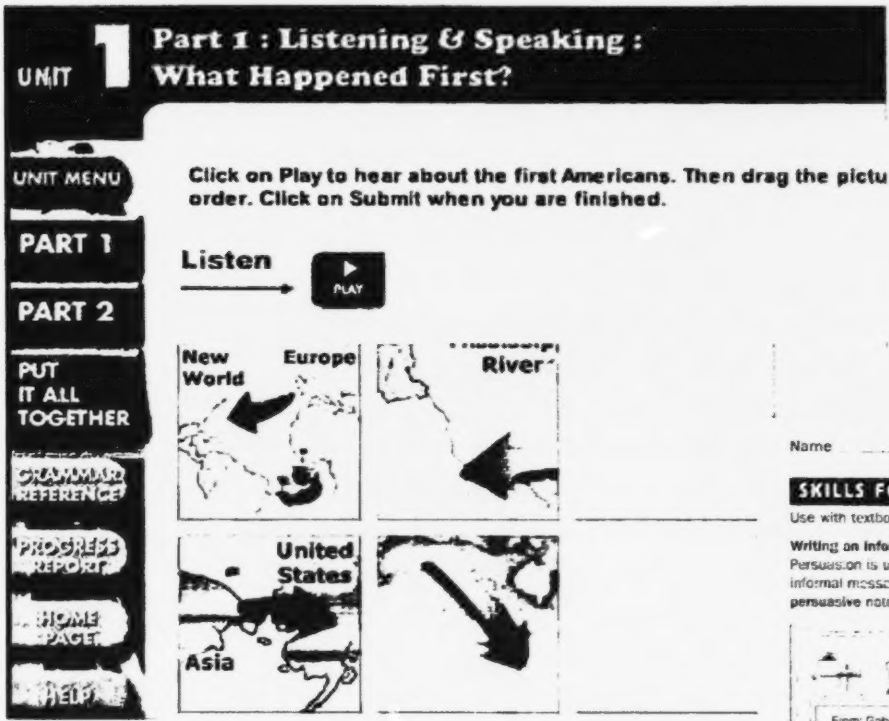
Shining Star is a three-level ESL program for secondary students structured around learning English through exposure to and practice with content-based and literature-based reading selections, and extensive writing instruction taught in conjunction with specific reading and writing skills and strategies. Reviewed materials for the series (the second level of the three) included the textbook, a CD-ROM, a video, an assessment guide, a book of resources for teachers, a book of resources for students, a workbook, a complete set of transparencies, and a teacher's edition of the textbook. The first impression one gets upon examining the complete set of items is that the authors and publisher have really spared no effort in providing the classroom teacher with every possible support material that one could want and comprehensive suggestions for using each one in the classroom. Included in the extensive support materials in the "Resources for Teachers" are day-to-day lesson plans organized by week. They provide a detailed list of suggested materials and activities for any given day of the week. New teachers will find the day-to-day lesson plans especially helpful until they get a more complete working awareness of all of the materials. More experienced teachers will also appreciate the "helping hand" as the daily lesson plans are a handy tool for grouping activities in meaningful clusters.

Each new unit typically starts out with a content-based reading selection which is then followed by a literature-based selection. The literature content is varied: poetry, an interview, a song, a short story or some other type of fiction selection. Whatever the format, it is easy to see the thematic relationship between the different selections. Unit 5, "The Frontier", for example, starts with "The Road to Texas Independence" for the Social Studies content and features a "Historical Fiction" selection "A Line in the Sand" by Sherry Garland and the "Tall Tale" "Pecos Bill: The Greatest Cowboy of All Times" by James Cloyd Bowman, as the two literature selections. The reading selections are prefaced with a "reading strategy" so students obtain skills for reading and understanding other unfamiliar texts in the future.

Ever wish that you could give your Chinese speaking students a bit of extra help before they venture into a reading selection? Among the "Resources for Your Students" you can find brief summaries of each reading passage in Chinese, Hmong, Cambodian and Vietnamese in addition to Spanish and English language versions. Those teachers who like to involve the parents and family members of their students in their children's education will appreciate the "Dear Family" letters found in the same section. Easily reproduced explanations of the upcoming lessons and suggestions for family involvement are provided for each unit in a friendly "letter home" format. While Spanish versions are provided, one would think that the teacher who uses the Hmong (or other) language summaries mentioned above would also appreciate having the "Dear Family" letters translated as well. The published support materials only include the Spanish language translations. The Teacher's Edition states that the other languages can be found at the Longman website www.longman.com/shiningstar but I was unable to locate them, so it seems that the companion website is still in development. (According to Longman, the first phase of the website will go live in July and will eventually include additional translations of the Letters Home—in Vietnamese, Chinese, Hmong, and Cambodian, plus the English and Spanish versions that are in the print materials. These will all be downloadable in PDF form).

The above glitch not withstanding, the Teacher's Edition has several features that teachers will find helpful. A "Teaching Guide" at the beginning of each section divides that section into stages of a lesson, clearly showing in table form each stage and what activities to do as part of that stage. A "Reaching all Students" area gives suggestions for handling multi-level groups. A "Phonics Mini-lesson" is just that and an "Across the Curriculum" section relates one idea from the reading to another subject area

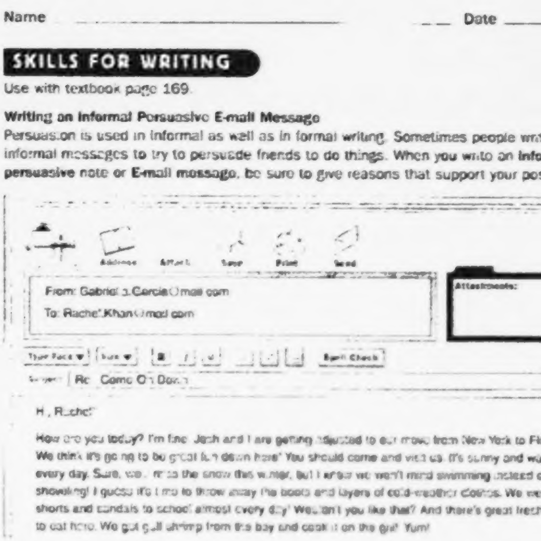
continued p.32



UNIT 1 Part 1 : Listening & Speaking : What Happened First?

Click on Play to hear about the first Americans. Then drag the pictu order. Click on Submit when you are finished.

A typical workbook exercise (LEFT presented in a technology context.
A "drag and drop" exercise (BELOW which focuses on listening skills. Th students listen to the essay and place th images in the correct order.



Name ______________ Date ____

SKILLS FOR WRITING

Use with textbook page 169.

Writing an Informal Persuasive E-mail Message

Persuasion is used in informal as well as in formal writing. Sometimes people wri informal messages to try to persuade friends to do things. When you write an **info persuasive note or E-mail message**, be sure to give reasons that support your pos

From: Gabriela.Garcia@mail.com
To: Rachel.Khan@mail.com

Subject: Re: Come On Down

Hi, Rachel!

How are you today? I'm fine. Josh and I are getting adjusted to our move from New York to Fl We think it's going to be great fun down here! You should come and visit us. It's sunny and w every day. Sure, we'll miss the snow this winter, but I guess we won't mind swimming instead o shoveling! I guess it's time to throw away the boots and layers of cold-weather clothes. We we shorts and sandals to school almost every day! Wouldn't you like that? And there's great fresh to eat here. We got gulf shrimp from the bay and cook it on the grill! Yum!

"Teachers who have never used an overhead projector in their classroom would be encouraged to try once they see the utility of this resource."

from p.31

such as mathematics. The Teacher's Edition also contains scope and sequence charts and two articles about teaching learning strategies and reading that provide a theoretical groundwork for the methodology of the series.

Twenty blank charts can be found in the "Resources for Students" section that will save teachers the time and effort they would otherwise have to invest in creating study aids for their students. From a "Venn Diagram" to a "Cause and Effect" table, the charts will help teachers teach students to organize their thoughts before, during and after reading the selections. A student workbook provides the usual supplemental exercises for each unit. Those teachers interested in incorporating technology in a comprehensive fashion in the daily curriculum or who wish to utilize activities which recognize their students' facility with technology will appreciate the many references to technology in the workbook. One activity reinforcing persuasive writing, for example, is presented in the context of writing an email message as one would find in a typical email program (see above, right).

A complete set of transparencies is also provided. Some of the transparencies will be particularly helpful in explaining key concepts. One technique using paired transparencies that I found to be particularly useful deals with paragraph development and structure (see illustration 1). The first transparency is a writing sample in paragraph form (in this case a descriptive essay). Students can view and read the entire selection. The second transparency is placed over the first with notes about the contents and role of each paragraph in the essay. Presented in this fashion, the structure of a model descriptive essay is easily understandable. Teachers who have never used an overhead projector in their classroom would be encouraged to try once they see the utility of this resource.

Those instructors with access to computers in the classroom and/or computer labs will appreciate the supplemental practice and drill activities found on the accompanying CD-ROM (see illustration above, left). The multi-media activities are engaging and varied and will provide substantial opportunity to reinforce the skills and language presented in the other materials. Th CD-ROM also includes informative "grammar charts" and an ongoing "progres report" so students can keep track of th activities they've completed. The final supplemental material reviewed was the accompanying video program. The video segments expand on the theme of each corresponding unit, providing visual reinforcement of the vocabulary and language covered for each content area. The video segments would function equally well as a introduction to the material to be covered i an upcoming unit, listening and comprehension practice, or as a stimulus for further discussion.

Teachers, administrators and schoo districts looking for a comprehensive ES course with a focus on writing and languag skills and featuring a wealth of materials t support instruction in the classroom wi want to check out the new *Shining Star* serie for themselves. ■

Barry Bakin is an ESL teacher and Teacher Advisor in th Division of Adult and Career Education of the Los Angel Unified School District.

Alexander Byles explores the future of Computer Assisted Language Learning

Effective CALLing

Photo: Daniel Norman

Information Technology has transformed the lives of millions of people. It's hard to imagine what life was like before the advent of the PC, the CD-ROM and the Internet. IT is an integral part of many different areas of modern life -- from international commerce to military intelligence to education. Language learning itself has benefited from this scientific progress, often adapting technology initially designed for use in other fields to its own particular needs.

So what has been the most effective technological innovation for the teaching of language in recent times?

"Without question," says Harold Hendricks, President of SWALLT (South West Association for Language Learning Technology), "it is the Internet and the ability for web-browsers and applications to facilitate video, audio input and output within dynamic database driven programming." The benefits that language learning has seen through such media combine the practical nature of information presentation with huge data resources. Hendricks continues, "The primary benefits of such technology is the true, anytime, anywhere, on-demand language instruction coupled with enormously rich authentic materials."

Last fall, the REEES (Russian, East-European and Eurasian Studies) Distance Learning Consortium, formed by three universities in Iowa, was one of the first language learning partnerships to capitalize on the latest developments in Internet technology. Via the use of Internet Video Conferencing (IVC), REEES has been able to develop Russian, East European and Eurasian studies throughout the three universities. Dr. John Thomas, Director of the Foreign Language Resource Center at Iowa State University, says that, "The inception of IVC as an instructional tool was a way for three institutions within the state of Iowa to cooperate and offer language courses on each campus as a group, which these universities would not have been able to offer separately: individually there was not sufficient enrollment to cover the cost of the course." Thomas explains that, "Three basic factors figured into the choice to use IVC: quality, cost and ease of use."

Students and lecturers from each of the three institutions meet on-line three times per week via the IVC link, and while Thomas explains that video conference courses of this type are not altogether new, IVC makes this much more affordable than previous communication methods. "Once the hardware is in place, there is no continuing cost for the communication itself. The quality has also improved. The system we use provides nearly TV quality video or better for these classes, which is a far cry from what one sees on most web-cams." Furthermore, the ease of use of such a system and its minimal hardware is advantageous. There is no need for a computer, only an Internet connection is required, and classes can also be recorded for archive purposes. "When a student missed the midterm in

continued p.34

from p 33

Polish due to an illness, and was able to retake the oral portion of the exam exactly as the other students had taken it, we simply played the recorded class where the test was given." Thomas believes that the future prospects for the teaching of languages via IVC can only improve with general advances in the speed of Internet data processing and the increasing spread of the World Wide Web. "Students will be able to interact with ease with people in the native lands of their target language, over distance, in real time. Visit Spain without going there. The best way to learn a modern language has always been to immerse yourself in the language and culture—go to the country. Even now this could be done via a virtual trip, and this will only get easier."

Another important innovation designed to aid education as a whole and the teaching of language in particular is the automated whiteboard of which SMART Technologies' SMART Board is a leading competitor. The SMART Board allows the clear, digital presentation of information, similar to previous presentation media such as Microsoft PowerPoint, but it also acts as in interactive whiteboard with ease of use cited as one of its merits. Michelle Maingat of SMART Technologies explains, "There's no special training required -- they [the user] simply pick up a pen from the SMART Pen Tray to write in electronic ink or use their finger as a mouse. Simply by pressing the interactive whiteboard's large, touch-sensitive surface, teachers and students can access and control any computer-based material such as CD-ROMs and the Internet." Combined with the wealth of language learning materials available from the Internet, information can be displayed and saved along with new data, and on-screen printouts are also possible. Furthermore, the evidence suggests that in addition to the ease of information presentation, use of the SMART Board encourages greater student enthusiasm. A UK research paper on classroom integration of the SMART Board, submitted by Anna Smith with Miranda Net Fellows, Boston Spa Comprehensive School stated, "The technology was applied to existing lesson plans, used with existing software and the Internet and evaluated in terms of the learning and motivational gains of the students. Staff and 78% of students reported improvements in motivation. All staff thought the Whiteboard was effective in terms of learning gains and 11% thought it was essential for their learning outcome to be achieved." This is especially useful in language learning, where the learning of verb types, for example, is a repetitive process. Increasing interaction between lecturers and students can only be a positive step for the language learning process. Whilst it is not yet in widespread use, Thomas believes, "It will prove to be the single most important advancement in education in one hundred years' time."

Hendricks, on the other hand believes that "in the near future, the most exciting new technological development for the teaching and learning of language will be personal, wireless devices." The advantages of using such hardware combined with the correct software package are obvious; anytime, anywhere use. Not only can distance-taught language students capitalize further with on-line instruction from a more portable, cost-effective package than a web-linked PC, but classroom based language students can supplement their lectures with additional distance-taught education from their hand-held set.

In October last year, Fonix, one of the world leaders in natural user interface technology, combined with Eintech, a major Korean provider of multi-media language learning devices, to power the Eintech Magic Talker's Personal Bilingual Assistant. Described as a "unique, portable language learning/translation device capable of speaking thousands of phrases in native U.S. English speech," Magic Talker is only slightly larger than a cassette tape. Featuring a touch-panel LCD screen that allows Korean-language users to choose over 7,600 common English sentences used in business, travel and everyday conversation, those sentences can then be heard spoken aloud in English.

Similarly, Nuance Communications have advanced the potential capacity of language learning through their progress of speech recognition and voice authentication software. Their software enables their users to access information from many enterprises, telecommunications networks and the Internet from any form of telephone connection. Michelle Poole of Nuance Communications Technology believes that their Natural Language Understanding (NLU) software can aid language learning. "Early speech systems were constrained to com-

Photo: Jun Cucao

mand prompts and direct dialogues. But with NLU, no longer is the caller restricted to one word or phrase at a time, and Nuance's Say Anything goes even further - combining predetermined lists of what a speaker might say with the ability to recognise free-style speech and extract the key concepts to determine meaning," Poole said. She believes that the Nuance Multi-Modal could be exploited to the benefit of language learning. "It lets people mix text, graphics and speech on their hand-held devices, whether they're WAP (Wireless Application Protocol) phones or PDA's (Personal Digital Assistant). Not only is it faster to input data, it's much easier to review the output, with a significant increase in service usability," Poole said.

Hendricks believes that, in conjunction with the increased use and subsequent benefits derived from personal wireless devices, short-term future advances in natural language processing will authenticate language learning to a higher degree. Currently, a common difficulty in automated language learning is dealing with the use of pronouns and references to previous points in conversations, using abbreviated or vague terms that more basic forms of computer technology will not be able to correctly interpret. Whilst I/NET have progressed with automated conversational interfaces, they have not yet ventured into the world of specific language teaching software production, but such technology in the future could be transferred with great benefit to language education. James Firby of I/NET explains that, "The I/NET Conversational Interface System greatly simplifies the creation of programs capable of interpreting vague and pronoun references using both conversational and grounded external context. With this capability, computers can interact much more naturally with a human user and carry on more normal conversations." And as advancements in such technology increases, and their use becomes more widespread in the wider world thus reducing costs, there will become a greater availability for the education sector.

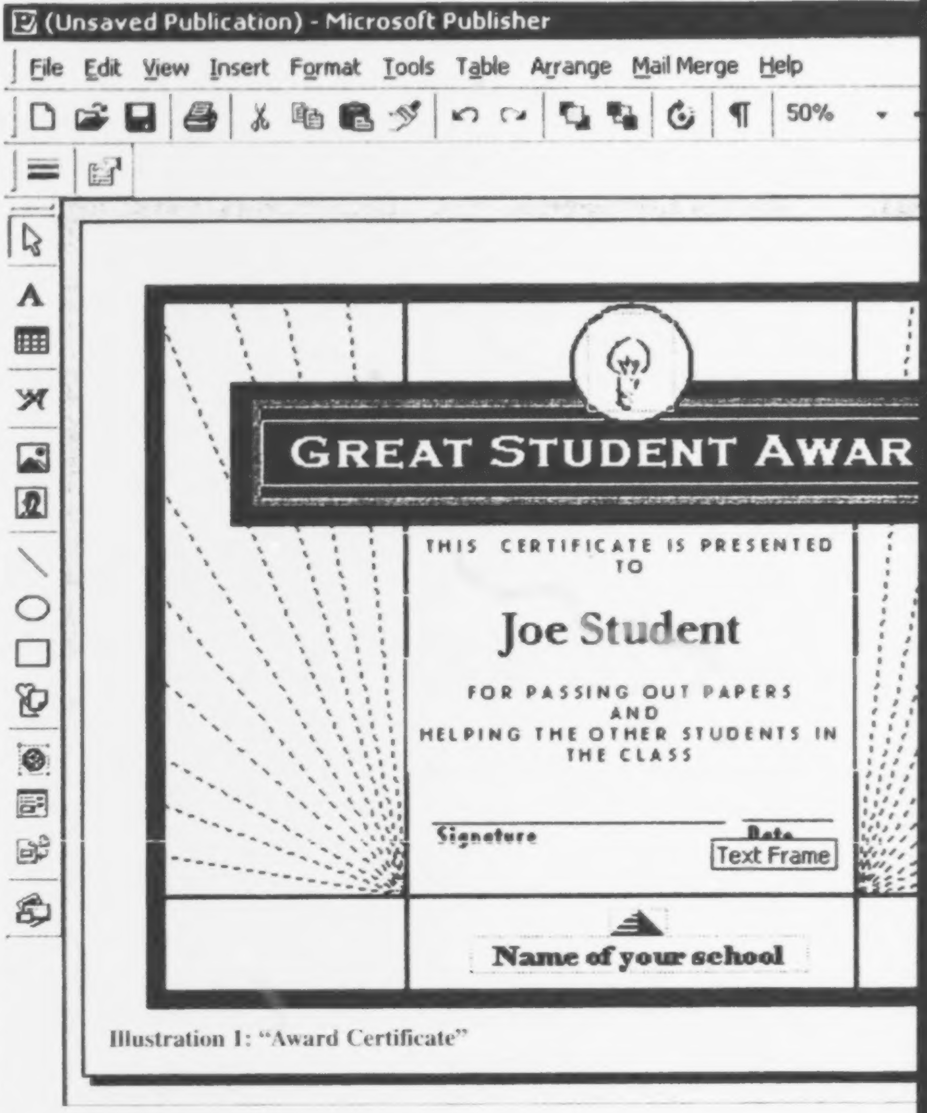
Whilst technological innovations can improve language learning, it must be remembered that all of these innovations require tutors with a proven ability to teach, and students with an initial willingness to learn. Thomas argues that, "Technology neither teaches nor improves teaching; all of these marvelous tools require an effective human teacher, and students with a desire to learn. This may seem quite obvious, but often a new technology becomes, for no reason I can fathom, a goal towards which the pedagogy is bent; people imagine that throwing technology at a problem will fix it, or at least ameliorate the problem." June Thompson, who was until recently a consortium member of the British Web-enhanced Language Learning Project (WELL), argues that a further problem with technology is that, "There is the risk that even some of the most 'tried and tested' uses of technology are being thrown out in favor of 'new' web-based applications, which may not always be used successfully." Where established techniques and technologies are updated with new, if not proven innovations, there is a danger that new technology in general can be used at great expense and for sometimes little reason. "It has not been unknown for administrators in certain institutions to use a certain technology, but without any cogent reason for this," explains Thomas. "The educators then all scramble to find a way to avail themselves of this new miracle device, without a sound pedagogical motivation." Despite the merits that technological innovation can derive to language learning, Thompson warns that, "Until universities are able to recruit students to study languages, and sustain healthy departments, no matter how exciting the technologies and teaching methods, they will not be used." Providing basic resources for higher education while aiming to provide education for all maybe more pragmatic than splashing out on the latest technological innovations. However, it is obvious that for education in the modern world, one can only be ineffective without the other. ■

Alexander Byles is a freelance writer who specializes in politics, technology and education.

A regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their particular platform. For the purposes of this column, minimal computer skills means the ability to create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Lessons for the One-computer Classroom

Project #21 Present an Award


(Unsaved Publication) - Microsoft Publisher
File Edit View Insert Format Tools Table Arrange Mail Merge Help
50%

GREAT STUDENT AWAR

THIS CERTIFICATE IS PRESENTED TO

Joe Student

FOR PASSING OUT PAPERS AND HELPING THE OTHER STUDENTS IN THE CLASS

Signature

Date

Text Frame

Name of your school

Illustration 1: "Award Certificate"

Students use *Microsoft Publisher* to create an award certificate for a classmate. Included in the body of the certificate are descriptions of various actions that their partner has done that they wish to recognize. They present the certificate to their partner in an oral presentation in front of the class. The recipient accepts the award orally and responds with a brief "Thank You" speech.

This project is excellent for intermediate and advanced ESL students. Creating the certificate provides practice in using verbs and is a fun activity, but the real practice comes in the oral presentation and response stage. Intermediate and advanced students enjoy creating and presenting their presentation and acceptance speeches. This project is a good opportunity to practice Present Perfect tense and using several grammatical tenses within a brief statement ("I'm presenting this award to Joe because he has helped others in the class use the computers. He also scored 90% on the chapter review test.")

Step 1) Prepare an "award certificate" that students can view as an example. The model for this project should look something like illustration 1 above. You create the model using the "Award Certificate Wizard" in *Microsoft Publisher*. The "Award Certificate Wizard" refers to the automated help for creating the project that is part of the Publisher program.

Step 2) Introduce the project by showing an award certificate to the whole class on the classroom projection system or by holding up a print version. "Present" the award certificate to one of the students in the class.

Step 3) Discuss possible achievements in learning English, or achievements as a member of the class that could be recognized. Have the students work in small groups or "brainstorm" a list of possible achievements. Record the list of achievements and post it on the wall or distribute a copy to each pair.

Step 4) Introduce or review basic operations and functions in Microsoft Publisher. Demonstrate how to use the "Award Certificate Wizard" to choose a style for the certificate. (You can choose one style and have all of the students use that style, or allow the students to pick any style they want.) Review replacing text, changing font sizes, saving a document and other necessary procedures. Repeat all actions several times. Have students call out the steps of the process as a comprehension check before assigning a student or students to the computer to work on their own catalogs.

Step 5) Students choose or are assigned partners. They work together to discuss and identify each other's attributes or actions that will be recognized in the text of the certificate. Students work on their individual projects.

Step 6) As students complete their work, check the final product and save it before printing three copies. One copy will be given to the recipient in front of the class, one copy will be for the student presenting the certificate for their records, and the final copy should be posted on the classroom wall.

Step 7) Review appropriate language and vocabulary for presenting and accepting an award.

Step 8) Students work in pairs to write and practice their presentation and acceptance speeches.

Step 9) When several student pairs are ready, an "Awards Day" can be scheduled and each pair can present and receive their awards in front of the class to suitable and hearty applause. This is especially appropriate near the end of the semester, but is a welcome activity at any time!

Steps for creating an Award Certificate using the "Award Certificate Wizard" in *Microsoft Publisher*

Step 1) Start *Publisher*. The "*Microsoft Publisher* Catalog Wizard" starts up automatically. On the left side of the screen, you'll see a list of possible project types. Scroll down to the category labeled "Award Certificates" and click on it. Several samples of certificates featuring different styles will appear. (*See illustration 2*) The style featured in this article is called "Great Idea".

Step 2) Pick one of the styles, click on the style name to "highlight" it and finally, click on "Start Wizard".

Step 3) Replace the text in the example with your own language as appropriate.

Step 4) Continue until the certificate has been completed.

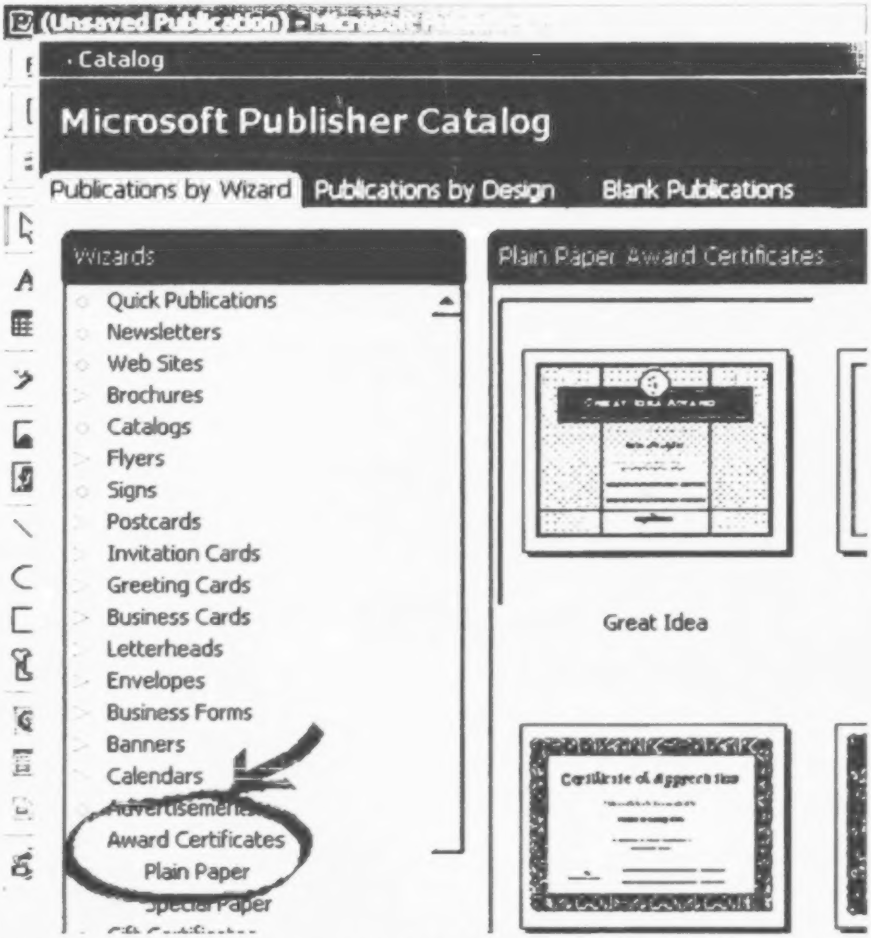
Step 5) Save and print the completed certificate.

Sample Presentation and Acceptance Speeches

Student A: Joe has studied in ESL Intermediate High for three months. I am presenting this certificate to him for scoring 90% on the chapter review test and for helping other students use the computer in English.

Joe: Thank you very much for this certificate. I have really enjoyed studying English in this class. I'm learning a lot and I like helping other students.

(The other students applaud!)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Business Cards
Letterheads
Envelopes
Business Forms
Banners
Calendars
Advertisements
Award Certificates
Plain Paper
Special Paper
Plain Paper Award Certificates
Great Idea
Certificate of Appreciation

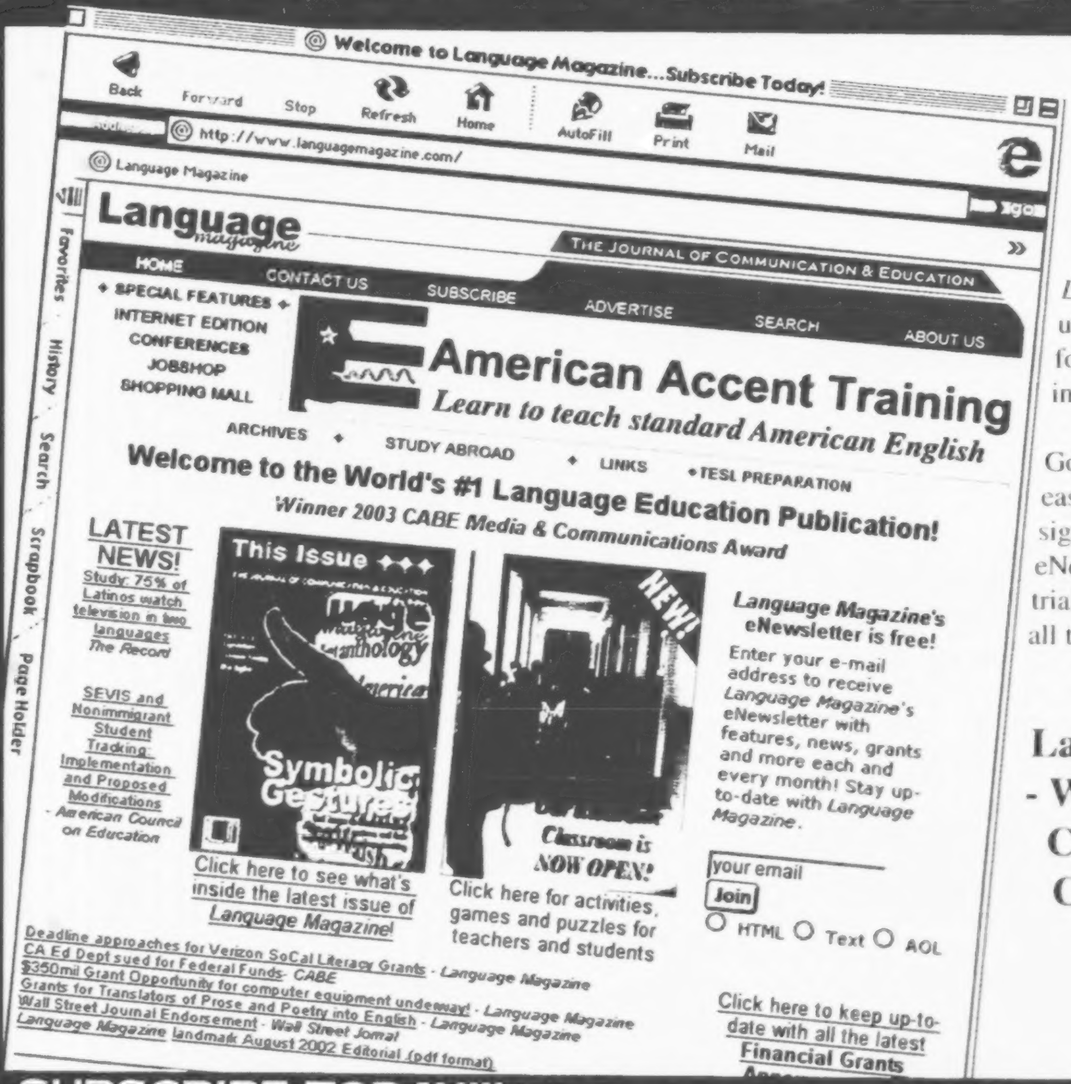
Illustration 2: Select the certificate style using the "Wizard"

Tips for working with computers and beginning students (individually at the computer or in groups)

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes. Remind more advanced students to save their work themselves.
- Be patient since beginning students are also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a folder to help you organize the completed projects. For this project, call the folder "Awards". As each student finishes, save the project in the same folder. You can also create a "Awards booklet", which is simply one document with all of the students' individual awards pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. ■

Barry Bakin is an ESL teacher and teacher advisor in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center and trains ESL teachers to integrate computers into ESL instruction.

MORE IS BETTER!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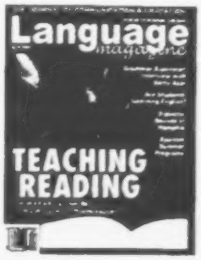
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Free TOEFL Test Prep

THE ENGLISH LANGUAGE LEARNING program at ETS has announced it will provide TOEFL test preparation products to all students registering for the exam worldwide starting July 1, 2003.

With support from the TOEFL Board, an independent body charged with governing the exam and its use, ETS decided to provide the preparation products with test registration to improve access to TOEFL questions and information for all potential test takers. "Providing test preparation products free-of-charge to all registrants reflects the continuing commitment of ETS to help students be better prepared for study at institutions where English is the primary language of instruction," says Phil Everson, director of the English Language Learning program.

Beginning July 2003, a CD-ROM containing POWERPREP® Software: Preparation for the Computer-based TOEFL Test will be automatically mailed to individuals upon registering to take the computer-based TOEFL test.

As part of the continuing expansion of our online services, POWERPREP Software will also be downloadable from www.toefl.org at no charge beginning in July. In addition, the TOEFL Sampler, containing 67 computer-based TOEFL test questions and tutorials, will be available for downloading at no charge.

POWERPREP software is the only product available with timed computer-based tests operating under the authentic TOEFL testing protocol used by examinees around the world. POWERPREP software includes:

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As an accommodation to persons taking the paper-based TOEFL test, a copy of TOEFL Practice Tests, Volume 1, a paperback book containing two retired TOEFL tests and a CD ROM with authentic TOEFL listening questions, will be mailed upon test registration beginning in July.

Visit www.toefl.org for more information.

Lexia Introduces Early Reading 2.0

LEXIA LEARNING SYSTEMS, Inc., a provider of professional development and software for reading skills development, has released Lexia Early Reading(R) Version 2.0, a software-based program designed for pre-readers, ages four to six. Lexia Early Reading 2.0 helps students develop phonemic awareness by connecting pictures with sounds, and helps them develop sound-symbol correspondence as they connect sounds and pictures with letters. This synthesis of phonological awareness and sound-symbol correspondence has been shown in research to accelerate reading skills acquisition, providing educators with a powerful tool for complying with the high standards set forth by President Bush's Reading First initiative.

"Reading First has placed a special emphasis on early literacy for all children by challenging educators to ensure that 100 percent of students read at or above grade level by the end of the third grade," said Lexia Learning Systems CEO Jon Bower. "This challenge is complicated by the depressed educational achievement level of low-income and minority students in our nation's schools. Lexia Early Reading 2.0 gives educators a powerful tool to close this achievement gap, with a focus on the basics: developing phonemic skills and alphabet knowledge."

Lexia Early Reading 2.0 expands on the successful first release of Lexia Early Reading by providing exposure to phonological principles and the alphabet, developing reading skills from pre-alphabetic phonological awareness to basic sound-symbol correspondence. Each activity is designed with increasing levels of complexity that systematically encourage children to practice and manipulate sounds within each skill set. Also, Early Reading 2.0 offers tracking and detailed reports, which enable teachers to monitor student progress and individualize instruction.

For more information, visit www.lexialearning.com.

TOEFL Mastery on the Web

DISTANCE LEARNING, INC (DLI), a provider of Web-based English Language Training solutions and services, and American Language Academy (ALA), a provider of language learning software products and training content, have partnered to supply comprehensive online TOEFL preparation.

"DLI's excellent track record in migrating language learning content online gives us great confidence that our traditional CD-ROM product will attract a large online student population," said Edina Varsa, director of the ESL Software Department at ALA. "The TOEFL exam is essential to any student worldwide looking to study in the US, and we hope to make it easier for them to prepare."

DLI's Digital Content Development (DCD) division works with clients to migrate their enormous libraries of offline educational and training content online. The DCD division's strengths are quality of Web-based product, ability to migrate any subject matter online, ability to migrate any voice, video or data product online, and speed to market. Furthermore, DLI now puts digital migration power in the hands of its customers through its SCRIBE authoring tools. ALA's acclaimed course prepares ESL students for the Test of English as a Foreign Language (TOEFL) and helps them increase their test scores. It integrates the latest computer technology, including digitized voice capabilities, with the structure of a computer-based TOEFL test. The courseware gives students context-sensitive feedback and offers them guidance and suggestions for making the right choice the next time. It also provides students with clear, concise test-taking skills and strategies.

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Pace Learning, one of the nation's leading publisher of instructional materials for the alternative and adult education markets, has launched PaceWare 4.0, an enhanced version of its computer courseware for struggling learners.

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NO SWEAT ESL!

Andra Moss visits American Apparel, a Los Angeles manufacturer, which believes in educating its workforce.

Surprisingly, the first impression is a sweet, pungent aroma of Indian spices. Saffron, cardamom, and cumin would be appropriate names, perhaps, for some of the myriad colors of cotton t-shirts produced at American Apparel's manufacturing center in downtown Los Angeles, but they are also the powerful scent of the 165,000 square foot pink building that houses the country's largest domestic garment manufacturer (as well as a spice company on the 3rd floor of the rented space).

But unusual is the norm at American Apparel. This company bucks the standard at every turn, refusing to use cheap offshore labor and sweatshop tactics to undercut competition. Instead, they manufacture their premium quality t-shirts and other garments on-site, finding ways to become ever more efficient and profitable without exploiting their workers. They call their production "Sweatshop Free" and it works. American Apparel's workers are earning over $10.50 an hour, with many earning closer to $15 an hour during their eight hour shifts. There is practically no employee turnover here.

The key to their incredible growth – since opening five years ago in Los Angeles, they have doubled in size every year – is American Apparel's deep commitment to their workers. Marty Bailey, VP of Operations, sums up their philosophy: "At many places, an employee is no more than a tool to get product out of. But here, our most important asset is absolutely the people."

The company, founded and led by charismatic Canadian Dov Charney, supports its workers in many ways, including English as a Second Language classes provided by the Evans Community Adult School, part of the Los Angeles Unified School District. Evans is the largest public ESL school for adults in the US (average weekly enrollment of 10,000) with students from over 75 countries, aged 18-80.

"They call their production 'Sweatshop Free' and it works. American Apparel's workers are earning over $10.50 an hour, with many earning closer to $15 an hour during their eight hour shifts."

American Apparel's classes are a "branch" of Evans, and beginning ESL classes with 20-25 participants each are held twice a week. A second level course is starting soon for those continuing on from last "semester". There is also a home study program with video and coursebook for those who cannot stay after hours as well as a computer-based program for self-study on computers at the local library.

Javier Soto, the ESL teacher at American Apparel, prepares many lessons around basic life skills. "The prospect that someone might have a medical emergency or any emergency and doesn't have the language to be able to deal with that is worrying." He acknowledges the difficulties for new immigrants, especially those who may have had little or no formal education in their home country. "It is challenging because it is easy for them to drop out. But I get satisfaction

"Kristina Moreno of the Human Resources department estimates that at least ten different languages are spoken amongst American Apparel's almost 1,000 employees. Spanish is the most prominent, but Vietnamese, Tagalog, Korean, Portuguese, and French are commonly heard in the halls."

when I see 30 people working so hard to get some basic education."

Some ESL students even go to Evans Adult School on Saturdays for additional classes. "I've taught in a lot of environments," says Soto, "but there I have 60 students attending a five hour weekend ESL class and you would have thought it would be difficult, but they are just so enthusiastic about learning. All that on top of working full-time."

Kristina Moreno of the Human Resources department estimates that at least ten different languages are spoken amongst American Apparel's almost 1,000 employees. Spanish is the most prominent, but Vietnamese, Tagalog, Korean, Portuguese, and French are commonly heard in the halls. She goes on to describe how her department and the ESL teachers make every effort to communicate the many opportunities that American Apparel employees have available to them. "We have an arrangement so that everyone can have free checking and savings accounts. We help them learn about ATM's and debit cards and a Wells Fargo representative comes in once a week to show them how to read an invoice."

The fact that only about 30% of employees currently use the paycheck direct deposit option doesn't surprise Isabel Martinez in the HR office, "Many people are understandably suspicious of institutions. Perhaps they couldn't trust banks in their home countries. It takes time and we try to be extra sensitive to their needs."

Management at American Apparel is constantly looking for new and better ways to improve efficiency and help its staff get the most from their labors. Nearly all stages of production are kept in-house to eliminate contractors and middlemen. Yarn is spun into fabric on the premises; fabric (dyed locally) is checked, stretched and cut on one floor then shuttled downstairs to the teams of sewers for finishing.

The team is an important part of the American Apparel philosophy for success. Groups of seven to 10 workers convert pieces to finished garments, each contributing an important element of the process. In the team, "nobody is any more or less important than anyone else," Bailey points out, "and everyone earns the same amount." Team members with t-shirts imprinted with "Supervisor de Equipo/Team Supervisor", "Auditor de Calidad/Quality Inspector" or "Mechanico/Mechanic" all keep an eye on their "scoreboard" where their hourly progress and wages earned is charted. Only together can they maximize efficiency and increase their take-home pay.

To help them meet their goals, American Apparel is taking advantage of the "Employee Training Panel" (ETP), a state program providing financial assistance to California businesses for customized training to strengthen the skills of workers and maintain a healthy state economy.

In cooperation with ETP trainers, American Apparel has developed a 40 hour

continued p.44

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> "American Apparel believes the key to reaching and staying at the top is its employees, and it is willing to invest in its number one asset."

program for employees that teaches production techniques, team building, and process control to cut waste and improve operating efficiencies. Courses in basic math, communications and computers are also included. Curriculum focuses on skills applicable both inside and outside the workplace. Though this is a government funded program (1/10th of 1% of unemployment insurance payments support it), American Apparel contributes by paying each worker their standard wage for time spent in the classroom. Marty Bailey considers it money well spent, "Sure the company benefits, but most importantly the employees benefit. We want them to take advantage of the opportunities in front of them here."

Ernesto Jewel, an ETP trainer, agrees. "I work with some marvelous minds here. You just need to expose people to things so that they can see what the possibilities are." Curiosity is encouraged. "I took a class down to the graphics department. Two Spanish-speaking graphic artists spent 40 minutes showing a sewing team how the design software works."

The Human Resources team focuses on the needs of their mostly immigrant workers and their families. Bilingual staff ensure employees understand that everyone is eligible for low-cost health and dental insurance and explain the differences between urgent and emergency care and generic versus brand name pharmaceuticals. A "Worksite Wellness" representative comes every Wednesday to educate and sign interested employees up for California's "Healthy Kids" program. Meanwhile, Carlos Dominguez, Sewing Manager, scours the surrounding neighborhoods for affordable housing for workers. He has 55 families on his current list and says the company is considering purchasing a building itself to provide more safe, affordable housing for employees.

How is so much accomplished by a manufacturer competing on price against competitors using overseas subcontractors with cheaper production and labor costs? Continuous improvement, extreme efficiency, and innovation rather than exploitation. American Apparel believes the key to reaching and staying at the top is its employees, and it is willing to invest in its number one asset. As Marty Bailey pragmatically puts it, "It's the right thing to do. And a good business move." ■

Andra Moss is a journalist for Language Magazine.

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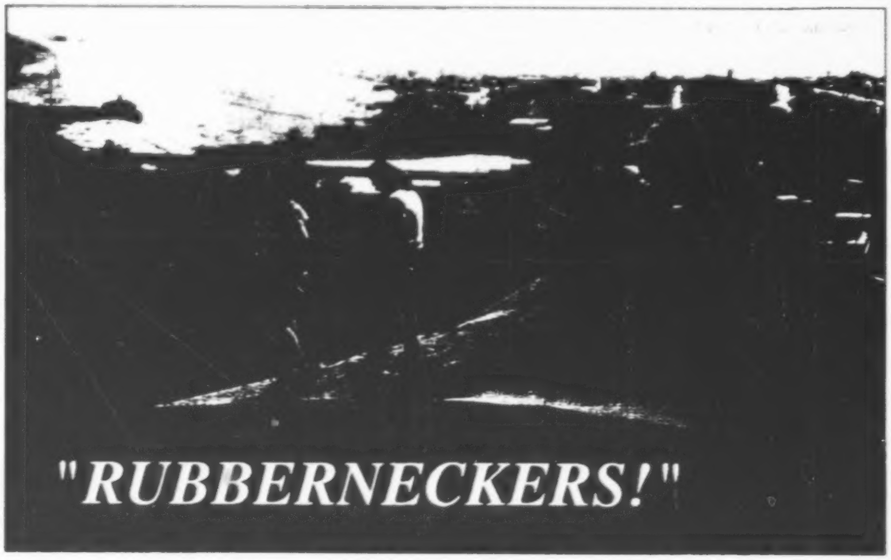
LAST LAUGH

Slang As It Is Slung

by RICHARD LEDERER



Slang is hot and slang is cool. Slang is nifty and slang is wicked. Slang is the bee's knees, the cat's whiskers, and the cat's pajamas. Slang is far out, groovy, and outa sight. Slang is fresh, fly, and phat. Slang is bodacious, ducky, and fantabulous. Slang is ace, awesome, bad, sweet, smooth, copacetic, the most, the max, and totally tubular.

Those are 25 ways of saying that, if variety is the spice of life, slang is the spice of language. Slang adds gusto to the feat of words, as long as speakers and writers remember that too much spice can kill the feast of any dish.

What is slang? In preface to their *Dictionary of American Slang*, Harold Wentworth and Stuart Berg Flexner define slang as "the body of words and expressions frequently used by or intelligible to a rather large portion of the general American public, but not accepted as good, formal usage by the majority." Slang, then, is seen as a kind of vagabond language that prowls the outskirts of respectable speech, yet few of us can get along without it. Even our statespersons have a hard time getting by without such colloquial or slang expressions as "hit the nail on the head," "team effort," "pass the buck," and "talk turkey."

Nobody is quite sure where the word slang comes from. According to H. L. Mencken, slang developed in the eighteenth century (it was first recorded in 1756) either from an erroneous past tense of sling (sling-slang-slung) or from language itself, as in (thieve)s' lang(uage) and (beggar)s' lang(uage). The second theory makes the point that jargon and slang originate and are used by a particular trade or class group, but slang words come to be slung around to some extent by a whole population.

The use of slang is far more ancient than the word slang. In fact, slang is nearly as old as language itself, and in all languages at all times some slang expressions have entered the main stream of the vocabulary to pollute or enrich, depending on one's view of the matter. We find traces of slang in the Sanskrit of ancient India, where writers amused themselves now and then by calling a head a "dish." In Latin literary records we discover, alongside caput, the standard term for "head," the word *testa*, which meant "pot" or "jug." Both the Sanskrit "dish" and the Latin "pot" share the flavor of our modern crackpot, jughead, and mug.

The fourteenth-century poet Geoffrey Chaucer used *gab* for "talk" and *bones* for "dice," exactly as we employ them today. William Shakespeare, the literary lord of stage and classroom, coined *costard* (a large apple) to mean "head" and *clay-brained* and *knotty pated* to mean "slow of wit." We discover "laugh yourself into stitches" in *Twelfth Night*, "not so hot" in *The Winter's Tale*, and "right on" in Julius Caesar.

There are some very human reasons why the river of slang courses through every language. One of them is that people like novelty and variety in their lives and in their language. To satisfy this urge, they continuously coin new slang words and expressions. This disquisition began with twenty-five breezy ways of saying "wonderful," but that feat pales next to the 2,231 synonyms for drunk (and fifty pages worth) that Paul Dickson trots out in his book *Words*—from the euphemistic *tired* to the comical *plastered*, from the terminal *stiff* to the uncategorizable *zoozled*.

Second, slang allows us to break the ice and shift into a more casual and friendly gear. "What's cooking?" or "How's it going?" sound more easy-going and familiar than "How do you do?" "Slang," said Carl Sandburg, is "language that rolls up its sleeves, spits on its hands, and gets to work."

A third motive is sheer playfulness. Slang such as *rubbernecker* for a sightseer and *motor-mouth* for someone who gabs on and on and reduplications such as *heebie-jeebies* and *okeydokey* tickle our sense of humor.

Finally, as G.K. Chesterton proclaimed, "All slang is metaphor, and all metaphor is poetry." American slang abounds in fresh figures of speech that evoke arresting word pictures in the mind's eye. We intellectually understand "an angry, persecuted husband," but the slanguage version "a henpecked husband stewing in his own juice" takes a vivid shortcut to our imagination.

An English professor announced to the class: "There are two words I don't allow in my class. One is gross and the other is cool." From the back of the room a voice called out, "So, what are the two words?" Slang is a powerful stimulant that keeps our American language alive and growing. Slang is a prominent part of our American wordscape. In fact, *The Dictionary of American Slang* estimates that slang makes up perhaps a fifth of the words we use. Many of our most valuable and pungent words have begun their lives keeping company with thieves, vagrants, and hipsters. As Mr. Dooley, a fictional Irish saloon keeper, once observed, "When we Americans get through with the English language, it will look as if it has been run over by a musical comedy." ■

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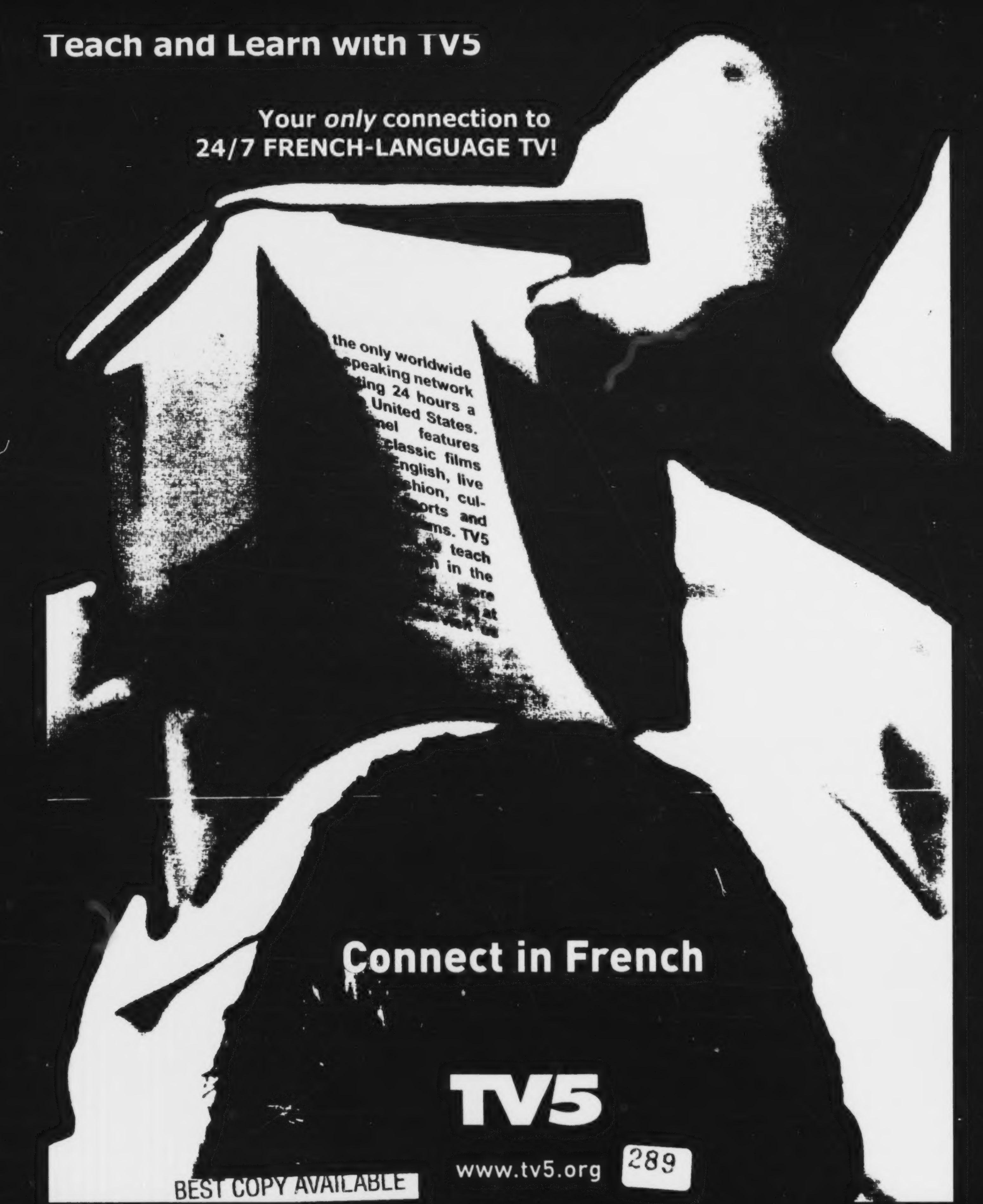
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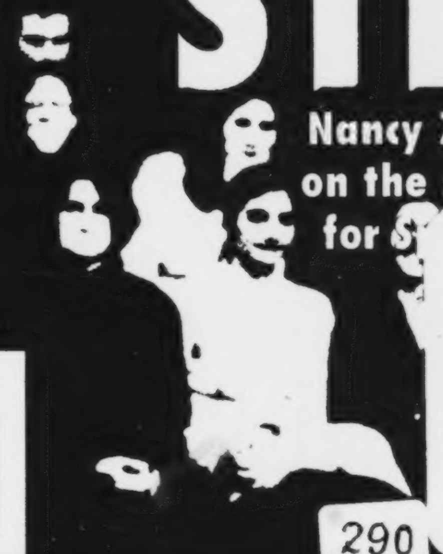

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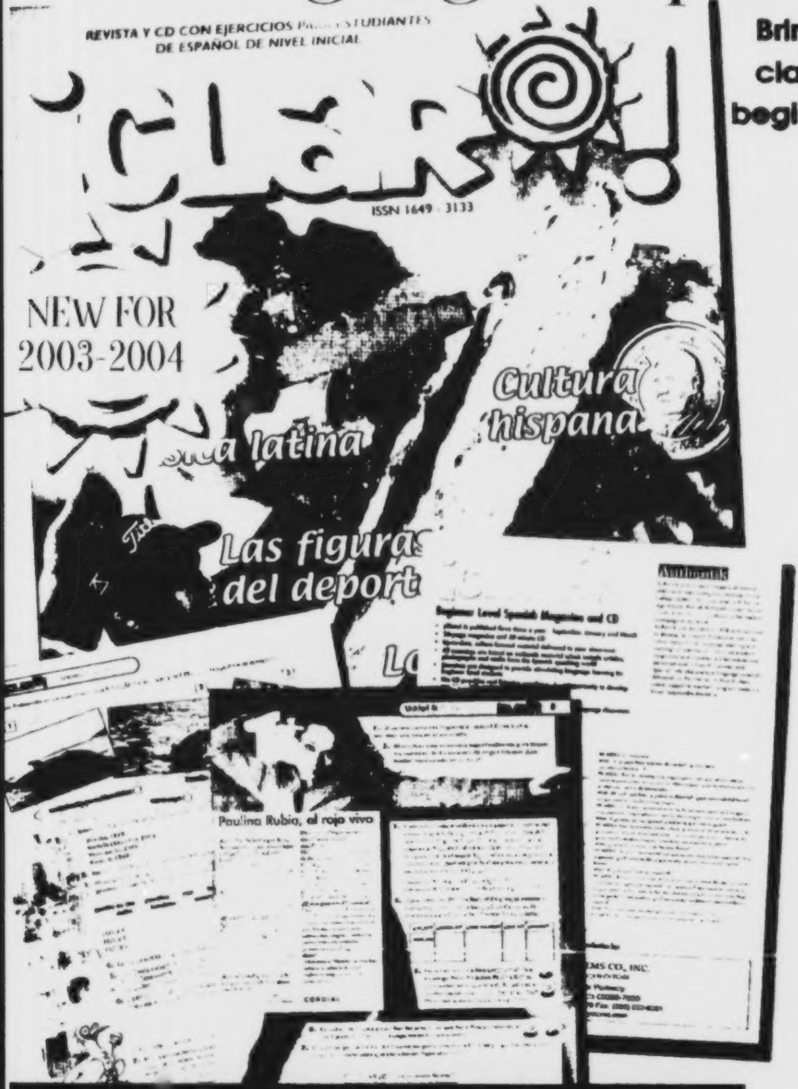
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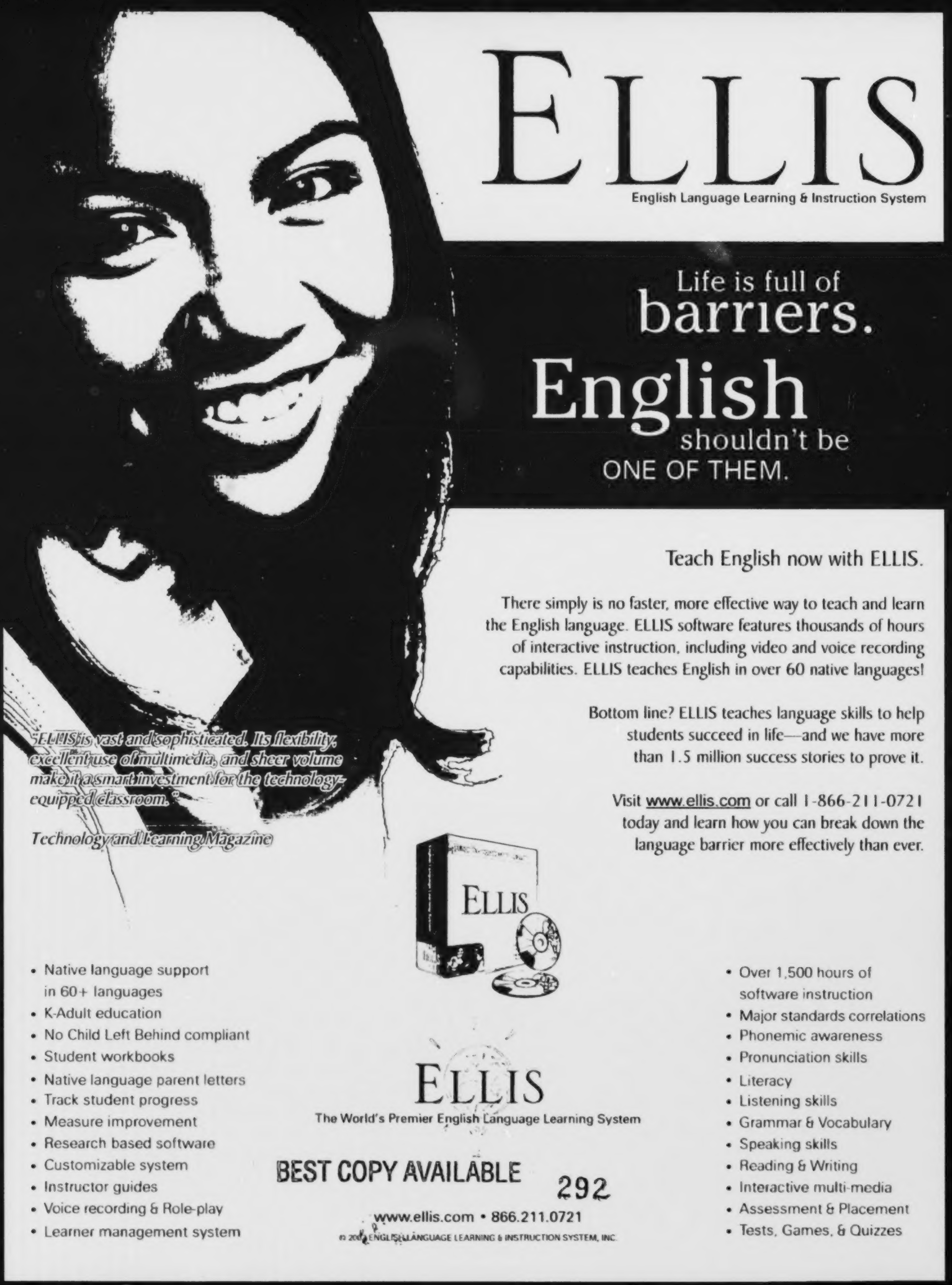

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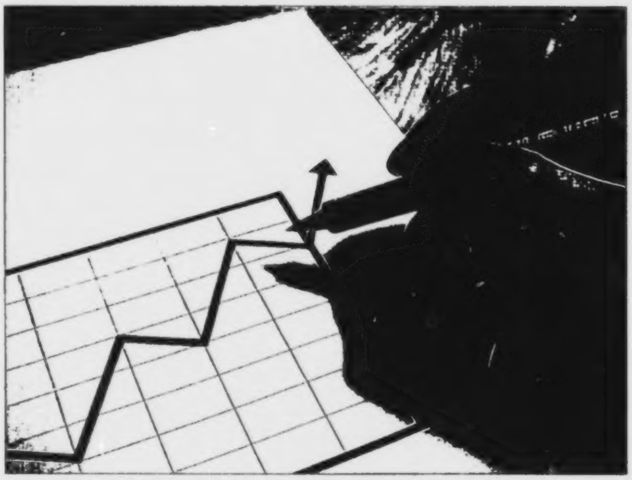

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COVER PHOTOGRAPH: Cover photo: Former President Bill Clinton at the Unvision Studio in Buenos Aires, Argentina. Courtesy Clinton Presidential Materials Project

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Changing for the Good

THINGS ARE LOOKING up for linguistic diversity. New York City Mayor Michael Bloomberg has made a move to support bilingual education (see p.10), Georgia Governor Sonny Perdue has reversed his decision to cut funding for foreign language education (see p.12), and the latest Gallup survey indicates that the majority of Americans are in favor of bilingual education.

Mayor Bloomberg's announcement that the city would be spending $20 million to strengthen bilingual education programs for New York's 134,000 children who are not English-proficient is a surprise turnaround for someone who has spoken out in favor of English immersion in the past. Governor Perdue's change of decision came after a trip to Europe where he was enlightened by the policy of learning languages in the early grades. Both of these moves demonstrate strength of character.

In June, Gallup, one of the most well respected research organizations in the world, asked a representative sample of Americans whether they favor or oppose "school districts offering bilingual education for non-English-speaking students." Despite the constant flow of stories critical of bilingual education in the mainstream media, 58% of interviewees were found to be in favor and only 40% opposed. Gallup's data show a significant gap between Hispanics' and whites' opinions on bilingual education—nearly three-fourths (72%) of Hispanics favor it, compared to just over half (53%) of whites. Interestingly, black Americans—the vast majority of whom are native English speakers—hold very similar views to Hispanics on the issue. Seventy-three percent of blacks surveyed said that school districts should offer bilingual education to non-English-speaking students.

Race is not the only factor influencing Americans' opinions on bilingual education—69% of Democrats favor bilingual education compared with 46% of Republicans, and an overwhelming 75% of 18- to 29-year-olds favor bilingual education, compared to only 44% of people aged 65 and older.

For some reason, the ability to change your point of view on a subject as a result of new information or experiences is regarded as a weakness amongst legislators, whereas modifying your opinion as you learn is viewed positively for the rest of us. Bloomberg and Perdue have shown courage in changing their standpoints. Other legislators should heed public opinion, approach issues with an open mind to expert research and show strength of character. ■

Daniel Ward, Executive Editor

Due to increased demand for *Language Magazine* at newsstands and bookstores and their distribution schedules, the next edition will be the September issue, which will be published in late August. All subscriptions will be extended by one month, so that subscribers will still receive their twelve annual issues.

Language magazine

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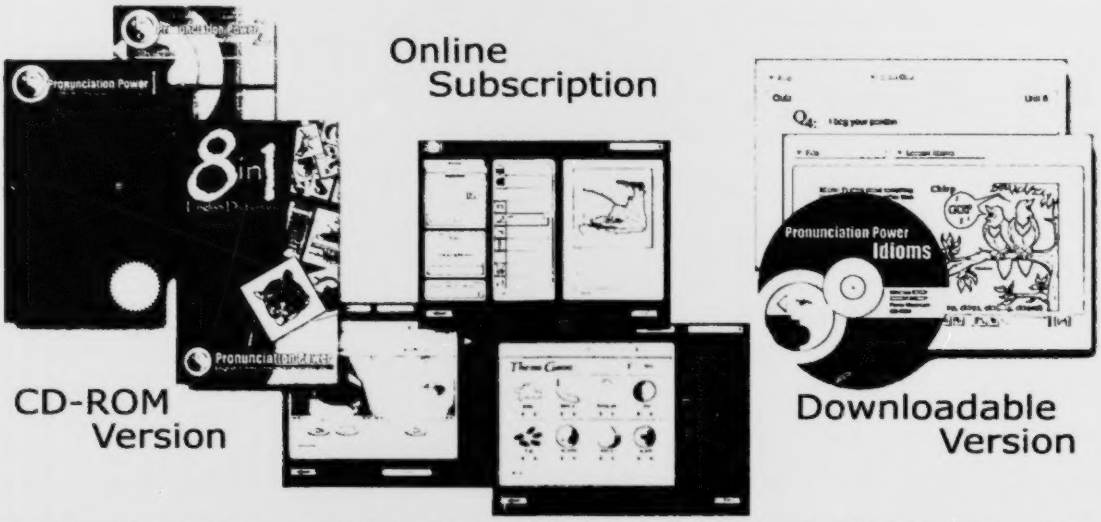
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Word Spinning

I ENJOYED THE article on Betty Azar (*Language Magazine*, April 2003) very much being a fan of her books. However, I was interested in the statement about, "a carousal of fads, bandwagons, and even grammar wars." "Carousal" means a merry drinking party in my dictionary. I was thinking it should probably have been carousel but I'm not sure. Perhaps there is another meaning for "carousal" that isn't in my dictionary. On the other hand, perhaps it's poor editing, and as language teachers, our magazine should do better than that, no?

Thanks,
Kristin E. Kerr
Director, Bilingual/ESL
Memorial Education Center
Middletown, NY

Features Editor: My error ... or perhaps I was subconsciously thinking of the "spinning" 60s-70s, when many theories of second language were brewed. Nonetheless, Mea Culpa. We should pay our astute readers a bounty of $1.00 for each error they detect in the magazine. My check is in the mail.
Grammatically yours,
Steven Donahue

A Shared Vision

THE CALIFORNIA LANGUAGE Teachers' Association and our colleagues across the state are indebted to you for your willingness to share your insights on foreign language with us. We are all very interested to learn more about your publication and its articles. The quality of our conferences depends on the willingness of outstanding educators such as you to participate. Your dedication to the foreign language community is most evident in your presence in Sacramento. Our participants will leave this conference richer for their attendance at the Sunday Brunch.

Sincerely,
Paula Hirsch
CLTA Conference Coordinator

Bilingual Advantage

"MAKE EVERY Child Bilingual" (*Language Magazine*, May 2003) brings together three powerful arguments. The bilingual child gains in neuronal plasticity, mental agility, and further language-learning ability. There is good evidence that Esperanto as an introductory second language provides these advantages, e.g., it is propaedeutic for subsequent foreign language acquisition. Readers can now test this easily for themselves at www.Lernu.net—a new interactive website presenting Esperanto through more than a dozen ethnic languages.

Thank you for an excellent and important magazine.

E. James Lieberman, M.D.
Former President, Esperanto League for North America
Washington, DC

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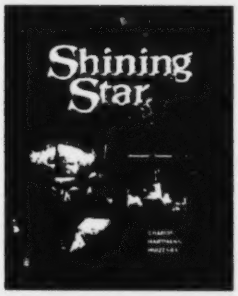

Correction

On page 31 of our June issue, renowned ESL author Anna Uhl Chamot's name was misspelled. *Language Magazine* would like to take this opportunity to apologize to her and all of our readers for this error.

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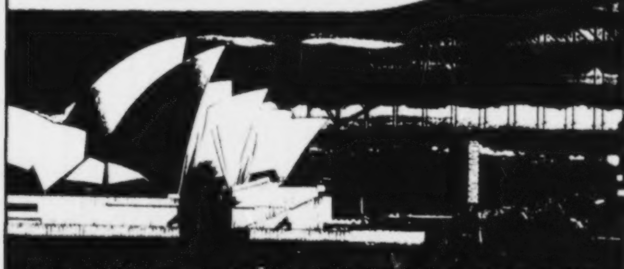

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New York City Rejects English-Only

IN LATE JUNE, NYC Mayor Michael Bloomberg announced plans to build on existing ESL programs, adding $20 million dollars in new funding while promising to track student progress, allaying fears that he would abandon bilingual education programs and opt for English immersion.

Bilingual students who take most of their classes in their native language will not see radical changes, although the department of education is now recommending they start with at least 40 percent of their instruction in English. Students will be tested four times a year, as part of a broader assessment strategy.

Under the mayor's plan, most of the additional $20 million will be spent on 107 coaches, creating a new layer of professionals who will work with teachers. There will also be a new teacher academy, stipends will be used to attract teachers to fill the shortage in English language instruction, and in the long term, 14 new dual-language programs would be created, starting with an English-Mandarin high school that will open in lower Manhattan this fall.

The long-awaited plans, which caused much anxiety among immigrants and their advocates, are an attempt to address the academic gulf between mainstream students and non-native English speakers. City officials are trying to bring some uniformity to the variety of options available to the city's 134,000-plus English language learners. "We're pleased it's not being used as a political issue, which is whether or not bilingual education is bad or good but how it can be improved," said Lillian Rodriguez, vice president of the nonprofit Hispanic Federation.

"Our city celebrates cultural diversity," Schools Chancellor Joel Klein said. "It would be unfair to permit this cultural divide to persist." ■

$20 million to build on New York City's ESL Programs. Photo: Jeff Ocheltree.

Senate Support for Languages

ON JUNE 12, Senators Christopher Dodd (D-CT) and Thad Cochran (R-MS) introduced Senate Resolution 170 designating the years 2004 and 2005 "Years of Foreign Language Study".

The resolution seeks to promote and expand foreign language study in elementary through university-level schools, as well as in businesses and government programs. It also requests that the President issue a proclamation encouraging the support of foreign language learning initiatives. Additionally, ACTFL will officially announce 2005 The Year of Languages in the United States at their annual conference in November.

To get involved with this initiative, please visit the ACTFL website, www.actfl.org ■

NEA Challenges No Child Left Behind Act

THE NATIONAL Education Association is preparing a lawsuit to challenge the unfunded mandates imposed on states and school districts by the No Child Left Behind Act as contrary to the intent of Congress.

The basis for the lawsuit would be a provision in the No Child Left Behind Act stating that: "Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to...mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act."

NEA General Counsel Robert Chanin announced the impending action at a symposium on implications for NEA members and affiliates on the eve of the opening day of NEA's Annual Meeting.

"We intend to pursue every avenue to make sure that federal education policy helps further the needs of children, the cause of public education, and rights of public education employees," said NEA President Reg Weaver. "NEA is working to get clarity on the huge disconnect between the reality of law and the rhetoric used in promoting it."

Chanin cited a General Accounting Office study that estimates that states will be required to expend between $1.9 and $5.3 billion of their own money to implement the testing provisions of the No Child Left Behind Act between 2002 and 2008.

"The GAO study does not include state funds that would be required to comply with school choice [public school transfer provisions], teacher and paraprofessional qualifications, or other provisions of the No Child Left Behind Act," Chanin explained. Several states have conducted their own analyses, with increases in per pupil expenditures estimated between 16 percent in New York State to 84 percent in South Carolina.

"We intend to determine if it was the intent of Congress to impose unfunded mandates on states in enacting the No Child Left Behind Act," Weaver said. "We are consulting with several state and local governments who are affected by these unfunded mandates regarding possible participation in the lawsuit." ■

$53 million for CA English Learners

English Language Acquisition Program (ELAP) funds improve the English proficiency of California students and prepare them to meet the state content standards. Funds may be used to supplement activities such as regular school programs, newcomer centers, tutorial services, mentors, purchase of special materials, or related program services.

Funds are available for two purposes: (1) to assist pupils in grades four through eight to learn English as efficiently and as quickly as possible, as well as progress academically to meet grade-level standards, and promotion and graduation requirements; and (2) to provide local educational agencies (LEAs) an allocation of $100 on a one-time basis for each English learner enrolled in kindergarten or any of grades one through twelve who is reclassified to fluent-English proficient (FEP). Funding is contingent upon successful inclusion in the Budget Act of 2003.

There are no matching requirements and the application **deadline is 8/29/03**. http://www.cde.ca.gov/cilbranch/elap/ ■

$500,000 in Literacy Grants Offered by Verizon Foundation

Verizon is soliciting grant proposals ranging from $5,000 to $50,000 for literacy projects that will help advance reading skills for adults and children. Verizon seeks proposals that support reading, reading recovery, English as a second language (ESL), childhood literacy and other efforts to improve reading skills. Literacy proposals designed to create a better-educated workforce are also sought. Check website for summer deadlines. Grants are available to non-profits in the following states: Texas, W. Virginia, S. Carolina, Virginia, Delaware http://foundation.verizon.com/ ■

NY State Grant for Adult Basic Education and Literacy Services Programs & Family Literacy Programs

Funding is available for New York State direct instructional programs in Adult Basic Education and Literacy Services and Family Literacy below the post-secondary level. Funds may also cover support services, such as educational counseling and guidance, which complement the instructional programs offered by the applicant agency. Successful applicants will be funded for September 1, 2003 through June 30, 2006. The following organizations are eligible to apply: Boards of Cooperative Education Services (BOCES); Community-based organizations of demonstrated effectiveness; Volunteer organizations of demonstrated effectiveness; Institutions of higher education; Educational opportunity centers; Public housing authorities; Other non-profit agencies and organizations which have the ability to provide literacy services to adults and families; and Consortia of agencies, organizations, institutions, libraries, or authorities. **Deadline:7/25/03** http://www.emsc.nysed.gov/funding/adultedliteracyrfp.pdf ■

The Joseph Drown Foundation (CA only)

The Foundation supports education programs in K-12, at both public and private schools, that seek to solve the existing problems in Los Angeles area schools. These grants for education reform can be made directly to the schools or to independent organizations which are closely involved with this issue.

Deadlines: 7/15/03 for Sept. meetings; **10/15/03** for Dec. meetings
http://www.jdrown.org/funding/index.html ■

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GA Gov. Restores FL Program

GEORGIA GOVERNOR SONNY PERDUE (R) announced in June he will fund an elementary school foreign language program he earlier tried to cut from the state budget.

The move came two weeks after he had announced that the $1.8 million for the program would be suspended, a decision that brought an outcry from parents and legislators. It also comes a few days after he returned from a European trade mission.

"During my recent trip to Europe, I noticed a stark contrast between their education system and ours -European students learn a second language in the early grades," Perdue wrote in a letter to school officials. "Together with parents, foreign language educators, the Professional Standards Commission and the legislature, I will work toward the day that all Georgia students have access to instruction in a second language."

In another interesting move, the Georgia Board of Education is asking the public to review textbooks and instructional materials published by 33 companies in the subjects of foreign language, high school language arts and ESL. The favorites will make a state list of acceptable materials that can be purchased by each county's school system.

During July, the public can browse the materials at 11 schools across the state and give a checklist evaluation. ■

Georgia Governor Sonny Perdue.

Thai PM Calls for English Fluency

THAI PRIME MINISTER Thaksin Shinawatra is aiming to equip his compatriots with what most of them lack: English-speaking skills, a requirement for thousands of jobs there.

Mr. Thaksin told his Cabinet at a recent meeting that Thai workers should at least be able to communicate in English in the workplace. Ideally, he wanted them to speak English as if it were their mother tongue.

"The Premier has found English speaking to be our weak point and wants to tackle it," government spokesman Sita Divari said. Noting that more than 90 per cent of educational materials was written in English, the Prime Minister said that greater English proficiency would boost access to knowledge.

More than half of the English teachers in the nation's schools are desperately in need of English-language training as only five percent can do their jobs properly, according to a senior Education Ministry official.

Permanent Secretary Kasama Worawan said that "if the country does not overhaul the teaching of English, the country would lose its competitive edge internationally". ■

Global Desire for English

ACCORDING TO A PEW Research Center survey released in June, there is a global consensus on the need for children to learn English. Even people that do not like the United States feel it is important for their children to learn English in order to compete in today's economy.

The Pew survey was conducted from 2001-2003 and polled 66,000 people from 50 countries. Titled, "Views of a Changing World," the survey registered attitudes about global trends such as the spread of democracy, globalization and technology. One question asked respondents to agree or disagree with the statement, "Children need to learn English to succeed in the world today."

Many nations showed almost unanimous agreement on the importance of learning English including: Vietnam, 98 percent; Indonesia, 96 percent; Germany and South Africa, 95 percent; India, 93 percent; China and the Philippines, 92 percent; Honduras, Japan, Nigeria and Uganda, 91 percent; and France, Mexico and the Ukraine, 90 percent. Other nations who came in at just below 90 percent on the need for children to learn English include: Turkey, 89 percent, Egypt and Peru, 88 percent, and Brazil and Italy, 86 percent. ■

Another Bilingual Success

NEW WIMBLEDON TENNIS champion, Roger Federer, grew up in the German-speaking part of Switzerland but moved to the French-speaking section to train in his early teens and learned that language, despite being mocked for his accent.

Although it is difficult to determine to what extent his bilingualism has contributed to his on-court success, his flexibility and ability to adapt to different situations seem typical of a linguist. He speaks English well, too. ■

Tennis ace Roger Federer.

Nancy Zarenda reports on the growing demand for Spanish training amongst English speakers and explains why Spanish is becoming a boardroom asset in the U.S.

Photo: Jessica Eden

LEARNING SPANISH MAKES DOLLARS AND SENSE

Spanish language study in the U.S. is booming and so is the demand for customized instruction. Learning to speak Spanish not only makes sense for travelers who wish to enhance their experiences abroad, and for students who are fulfilling graduation or college entrance requirements, but it has become a survival skill, a necessity and a priority within businesses and professions of all kinds, and for those who are preparing to gain the competitive edge in employment and in the international marketplace.

Globalization, enhanced U.S. relations with Latin America, and the exploding growth of Spanish speakers in the United States have made it imperative for corporations, small businesses, service providers and every level of state and federal government to seek personnel who are bilingual or have a working knowledge of the Spanish language and an understanding of cultural aspects.

Spanish is the official language of 20 countries and is spoken in a total of 43 countries in the world. It is the fourth most spoken language internationally with nearly 425 million speakers, preceded by Mandarin Chinese, English and Hindi (SIL International, *Ethnologue*, 13th Edition).

continued p.14

"El que madruga, Dios le ayuda" (Literal translation: He who rises early, God helps) (English proverb equivalent "The earlybird catches the worm")

from p.13

US Census Data Reflect Exponential Growth

Nationally speaking, the number of Hispanics increased more than 50% in the 1990s and they currently account for 13.4 percent of the population. This segment grew much faster than the population as a whole, increasing from 35.3 million on April 1, 2000, to 38.8 million on July 1, 2002, according to U.S. Census data. It is estimated that this segment will grow by more than 1.7 million per year, 100,000 every week, or 5,000 people per day (Hispanic Association on Corporate Responsibility, HACR). The historic concentrations remain in California, Texas, Florida and Illinois, however, there is phenomenal growth throughout the country, and by 2020, Hispanics are expected to make up nearly 19 percent of the total U.S. population.

"From the Capitol to the courthouse, from boardrooms to shopfronts, from hospitals to banks and beyond, communicating in Spanish is more vital than ever."

Spanish is a Major Selling Point

The Hispanic culture, language and population have permeated North America and it is no wonder that thousands of executives, politicians, medical and public safety personnel, government agency employees, service industry workers and others are studying Spanish in local classrooms, private offices, educational institutions and abroad. It is clear that the word "Spanish" could be spelled "$panish" and that the "b" in "bilingual" has double value meaning "big business".

The annual purchasing power of Hispanics in the United States, including Puerto Rico, is estimated at $625 billion (HACR). This traditionally brand-loyal market is seen as a gold mine and the scramble is on to capture it. Presently, half of all Hispanics are estimated to be bilingual or speak Spanish exclusively, and in the next 30 years, marketing sources predict that more than half of all U.S. consumers will speak Spanish. The Tomás Rivera Policy Institute, a California policy research organization, found that 70 percent of Hispanics watch television in both Spanish and English, underscoring the importance of bilingual outreach. The Roslow Research Groups found that Spanish language commercials were more persuasive and more effective at creating awareness than English commercials, even among bilingual Hispanics. Although many Hispanics speak English and some advertisers believe English is the way to go, a number of marketing surveys indicate that the majority of Spanish-speaking and bilingual Hispanics prefer to do business in Spanish and that they have more trust in people and organizations that speak their language. Understanding Hispanics on multiple levels, which go beyond language, is essential to effectively reaching and serving all segments of this population.

The Language of Business is the Language of the Customer

How are American corporations meeting the challenge of communicating with this population segment whose needs and demands for access to every type of service are growing exponentially? Corporate America is spending millions of dollars to advertise in Spanish language media, recruit bilingual executives and stock products that appeal to Latin Americans. Companies are vying for the profits and quickly preparing their employees to compete successfully in a thriving market. One example is a major U.S. telecommunications corporation that is transforming itself into a bilingual company to assure the Hispanic community is served. It views this move as vitally important to its own long-term growth and to empowering Latinos by providing access to all the opportunities the economy has to offer.

Admittedly for some, learning Spanish is not a choice, but a necessity. Others are motivated by a desire to communicate and by feelings of incompetence. Whatever the reasons might be, it makes good sense to learn Spanish now, so that you can increase business and profits, provide access to all types of services, and foster good community and international relations. Take advantage of the opportunities that abound for those who are teaching, learning and living the Spanish language. ■

Nancy Zarenda is an experienced Spanish language educator, consultant and California court certified interpreter. She is the director of the Spanish Language Academy in Sacramento and can be reached by email at: SLAInternational@aol.com

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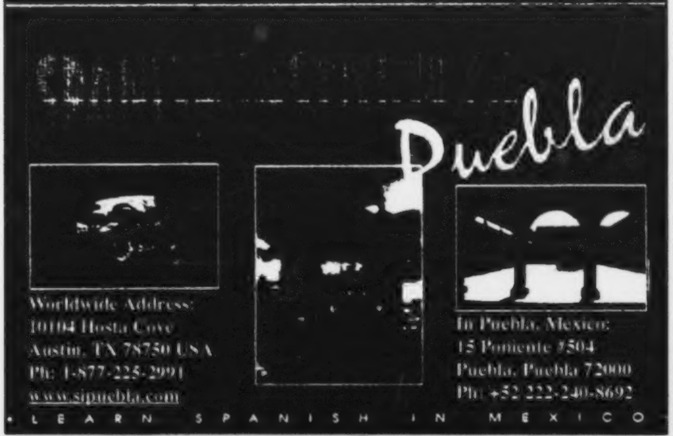

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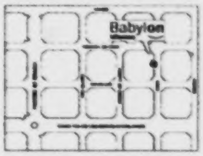

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Going on an immersion course is probably the quickest way to improve your Spanish. **Graham Schofield** assesses the options and suggests some interesting destinations

The main choice is between Spain and Latin America. Obviously, courses in Spain are likely to be more expensive, especially when flight costs are factored into a short program, but the very fact that it is further away can add to the immersion experience. Spain is less influenced by American culture than most of Latin America, but that may cause some students to find it harder to acclimatize and integrate. On the question of language, some may argue that students should be learning Castillian as 'true' Spanish, but this argument carries little weight, especially as it would limit your choice to central Spain. On the other hand, it may be argued that Latin American Spanish is of much more relevance to US students.

Choosing between a major city and a more rural location should also be taken into account. Cities may seem to offer more opportunities for integration, but smaller communities may be more suitable for short-term programs, especially with younger groups, as students will gain confidence quicker in less daunting surroundings.

In the end, the choice of destination comes down to personal preferences, costs and the institutions providing the courses.

SPAIN

Amazingly, about ten percent of all Americans studying abroad go to Spain, making it the top foreign language destination. Language schools are monitored by the CEELE quality control scheme. Although the recent rise of the euro against the dollar has made Spain slightly more expensive for Americans over the past year, it is still a relatively cheap country, especially when compared to the rest of Western Europe.

Madrid

With a young population of just over 4 million, Madrid represents the new optimism of Spain, oozing vitality and character. Madrid has thrived under democracy and now offers a wide choice of superb restaurants, art galleries, fashionable shops, clubs and theaters offering music and dance.

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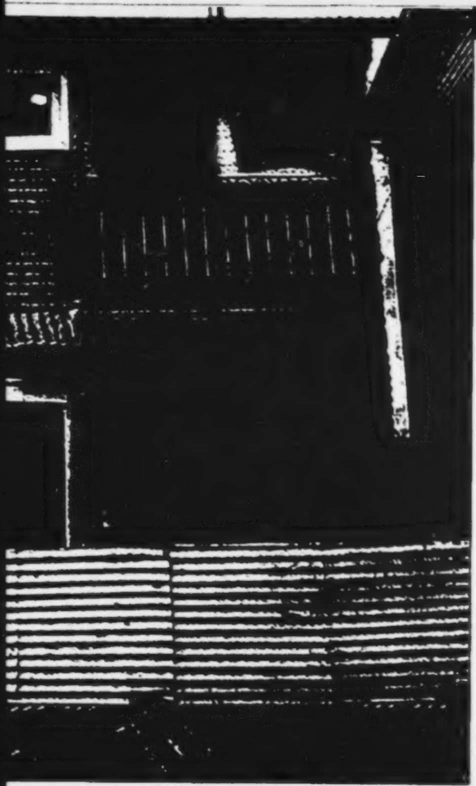

Caminito en La Boca, Buenos Aires, Argentina. Photo: Jorge Barahona

Renowned for its night life, Madrid really comes into its own in the early hours when the whole city seems to be buzzing between night clubs and bars that stay open until dawn.

For art-lovers, the Prado, one of the world's great art galleries, is a must, especially since it is situated beside the beautiful Retiro park. As well as several other galleries, excursions to El Escorial and Toledo are highly recommended.

Madrid is popular with foreign students, but, despite its attractions, it is not over-run with tourists, which makes it an ideal environment for Spanish immersion. There are lots of quality language schools in the city and most study abroad agencies will be able to offer a choice of centers. Marquette University has been running a program at the Complutense University for over 30 years.

Keep in mind that summers can be very hot and much of the city closes down for August.

Barcelona

Located on the Mediterranean coast, Barcelona is the second-largest city in Spain and probably the coolest. Besides being a major port and industrial center, it is also the capital of the historic region of Catalonia (Cataluña or Catalunya), with its distinctive language and culture. Nestled between the mountains and the sea, Barcelona is a lively city with a unique blend of old and new. The oldest part is the Gothic Quarter, featuring a 13th-century cathedral, medieval buildings, and the City History Museum. In sharp contrast, the renovated waterfront has an aquarium, beaches, and other attractions. The buildings, featuring the work of the eccentric Gaudí, are amazing and the art, with important collections by Picasso and Miró, will excite any aficionado, but the real joy of Barcelona is the people and their joie de vivre.

Catalan is spoken widely, but its similarity to Spanish and the welcoming nature of Barcelona, as Spain's most international city, make up for any linguistic concerns. The city is home to language schools of all shapes and sizes, bookable through agencies or you can book semester/year programs through colleges and universities.

Babylon Idiomas is an intimate school with only six classrooms, but it is housed in a magnificent building with a large outdoor terrace.

Marbella

Marbella, in the southern province of Málaga is one of the most exclusive summer resort towns in Europe. By the Mediterranean, on the famous "Costa del Sol", Marbella is located near many Andalusian cities of great interest such as Málaga (birth place of Pablo Picasso, it is also an important cultural centre with many historic monuments), Granada (with the wonderful Alhambra), Sevilla (the third-largest city in Spain) and Cordoba (wonderful crossroads between the Moorish and Catholic civilizations). It has a resident population of 200,000 people which grows to about 700,000 during the summer. Marbella offers typical Andalusian sunshine and vibrancy, as well as good communication with two international airports: Málaga & Gibraltar.

Marbella is also known as golf paradise. People can play golf every single day and even at night because it has the first illuminated golf course in Europe. Marbella is famous for its wonderful beaches and its marina where luxurious yachts arrive from all over the world. It also has beautiful boutiques, luxurious hotels, lovely shopping centers and vibrant nightlife.

The average temperature all year round ranges between 65-85 degrees Fahrenheit and the sun shines about 320 days per year. Great beaches, great climate and a unique offering of sports, gastronomy and entertainment make Marbella not only a great tourist destination, but also an increasingly popular venue for language study.

Salamanca

Known as the "Golden City", half a million people live in this culturally rich city located in the mid west of Spain (Castilla y Léon

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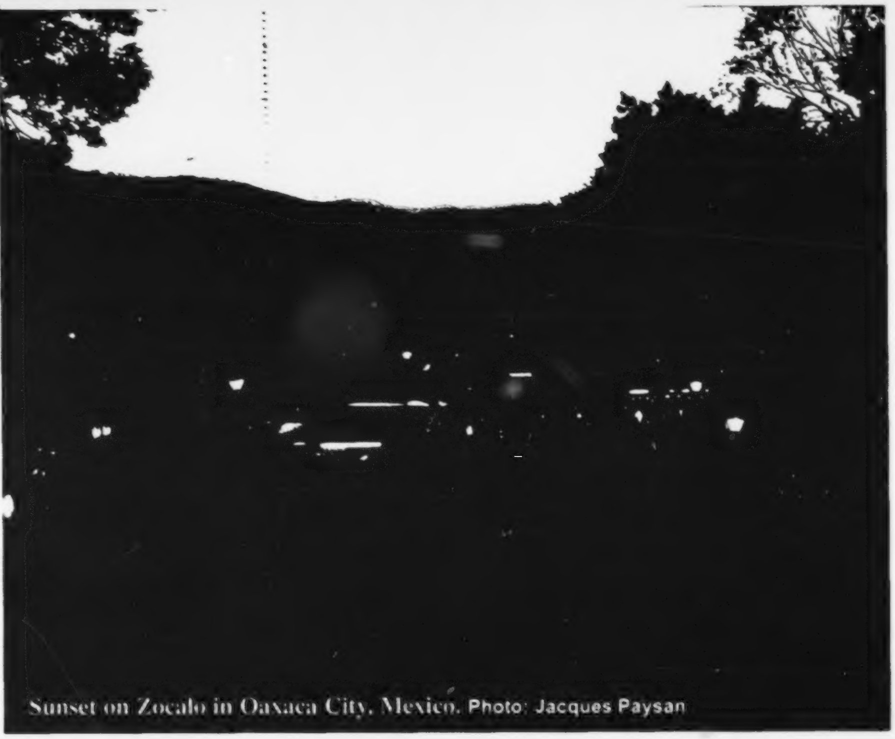

Sunset on Zocalo in Oaxaca City, Mexico. Photo: Jacques Paysan

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region). Salamanca has a rich history of scholarship and cultural activity. The University of Salamanca, founded in the 1200's, has influenced thought in a wide range of subjects and now hosts a Spanish language program run by Florida Atlantic University. The Plaza Mayor (built in the 1500's) is considered one of the most beautiful squares in Europe and the old city is a UNESCO World heritage site. For a city of its size, Salamanca has more than its fair share of attractions with theater performances, live music, museums and galleries. Salamanca is also a modern city with shops, markets, restaurants, cafés and a typically Spanish swinging night life.

Very much a university town, Salamanca is a popular language study destination and a comfortable size for younger groups.

MEXICO

Its proximity, its climate and its wealth of destinations make Mexico an obvious choice for Spanish immersion programs. Most agencies can arrange programs there and the government operates a state approval system in which it issues numbers to qualifying schools.

Guadalajara

The second largest city in Mexico with a population of five million, Guadalajara is considered to be the country's most Mexican city and has many of the attractions of Mexico City without the problems of overcrowding and pollution. As well as being the home of Mariachi music, tequila and sombreros, Guadalajara is known for its museums, galleries and historic, colonial buildings. As the musical capital of Mexico, the city is full of live music venues, suiting every taste, as well as great restaurants.

Cuernavaca

Thanks to its mild climate, Cuernavaca has been the preferred retreat for the wealthy and fashionable from Mexico City since colonial times. Despite its proximity to the capital, it has managed to retain an air of comfortable tranquillity. Many of its grand colonial homes have now been converted into museums, galleries and restaurants, providing plenty of activities to do during the week, before the influx of weekend visitors arrive to liven it up.

ARGENTINA

The current economic situation in Argentina may concern some students, but others are seeing it as a great opportunity to visit a country formerly considered expensive. Prices of local goods and services are generally between 25% and 50% less expensive in dollars than before the devaluation.

Argentina has had many well-publicized protests during the past several months, including some unfortunately violent incidents last year. But, the protests are usually peaceful and Buenos Aires is still considered a much safer city than most other large cities in Latin America. No acts of violence have been reported against foreigners.

Argentinian Spanish does have some unique characteristics, such as the pronunciation of *yo* as *sho* and the informal use of the second person subject pronoun *vos* with its own verb conjugations. However, students should not worry about these differences, which only serve to make the whole language learning process even more interesting.

Buenos Aires

Buenos Aires is a large city with three million residents, yet it is a great walking city, much like Paris to which it is so often compared. Public transportation offers fast and efficient movement between all of the main neighborhoods.

A world-class city, it is famous for its combination of European sophistication and Latin charm. With countless bars and cafes, flavorful neighborhoods, and a nocturnal population, the city offers diversions for many weeks, or even months, of exploration while learning Spanish in Argentina.

Because Buenos Aires is still largely undiscovered by most tourists, you will quickly be embraced by locals (porteños) happy to meet foreigners. Indeed, many visitors claim that the economic difficulties have made the city friendlier than ever.

ECUADOR - Quito

Ecuador's capital, Quito, has become a popular destination for immersion students because of its friendliness and beauty. The recent downturn in the Ecuadorean economy has made the cost of living very reasonable for foreigners. It is located in a beautiful valley surrounded by the snow-capped peaks of the Andes. It is a Franciscan city and feels friendlier and safer than most other large Latin American cities. Furthermore, it has kept its colonial charm in spite of its population growing to one million. The temperature is determined by its altitude and averages 60-70 during the day and 50 during the night. ■

For further information on Spanish Immersion programs visit www.languagemagazine.com/spanimm/

Graham Schofield is a corporate travel consultant based in Frankfurt, Germany.

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BREAKING DOWN THE WALLS

Dr. Karen Russikoff (right) and Liliane Fucaloro stand atop the Great Wall during their excursion to China.

Karen Russikoff and **Liliane Fucaloro** believe in learning by doing, so they took their trainee ESL teachers to China for some on-the-job experience. They describe how the trip benefited both teachers and students

"Pack lightly" was the ongoing admonition to our students as they began training in January. Despite anticipating tropical heat and humidity and traveling with just the bare essentials and light clothing, the suitcases were dangerously near the weight limit, loaded with texts, overhead transparencies and other teaching materials. Thus, we were off on another trip to teach English to Chinese students somewhere in China.

Our objective was to provide practical training for our students as future teachers according to our university's philosophy of "learn by doing," and to use the education and training our students were receiving as a service to the global community. Not being paid for their work but paying

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the cost of their visas, insurance, medical care, and additional tourist activity built into the beginning of their stay, our students needed to be able to be away from their jobs and homes for four weeks. Our Chinese contacts at schools in China arranged for airfare and accommodations in order to have highly trained native speakers of English for their students.

A high tolerance for ambiguity was one of the main criteria for selection of students who would be traveling with us to teach in China. Never knowing what we would find or even exactly where we were going, students had to be willing to be very flexible and adapt quickly, not only to a new culture, but to the variability inherent in any kind of teaching. We also required that our students be 21 years old, English or TESL/TEFL majors (Teaching English as a Second/Foreign Language), native speakers of English, and willing to work long hours.

Themes and Teams

Purposefully limiting our group on every trip to eight students in order to easily fit into shuttle buses and around a single dinner table, as well as to maintain quality control, we also selected an equal number of men and women for housing purposes. With two language teaching faculty, thus totaling ten, we were able to divide into five teaching pairs, each assigned a different pedagogical approach, but all focusing on the development of oral proficiency, that is, Games, Stories, Skits, Songs, and TPR (Total Physical Response). Aptitudes and personal preferences determined the teams and the tasks.

Once the teams were selected, we met every two weeks at one faculty member's home, munching on cookies and popcorn as we prepared lessons and ourselves for the cultural experience that lay ahead. We were on our way to China to teach middle school and high school students in summer English immersion camp settings. This planning created fun activities for the Chinese students through which they would be exposed to vast amounts of oral English by native speakers. In fact, in just three weeks, they would have more than 75 hours of language class (more than two quarters' worth!) Because so much of the language teaching in China is based on rote memorization of language patterned response, we initially found students answering to "How are you?" with a chanted version of "Fine, thank you, and you?" But due to the efforts of our teams, the Chinese students would soon be giving high-fives along with "Hey, Dude" or "I'm tired and hungry," as fun and meaningful use of the language!

"Due to the efforts of our teams, the Chinese students would soon be giving high-fives along with 'Hey, Dude' or 'I'm tired and hungry,' as fun and meaningful use of the language!"

A major part of the planning process focused on classroom preparation. Initially, the entire group gathered to brainstorm and consider individual themes for each day (for example, transportation, food, house and garden.) The goal of the themes was to allow for five different iterations daily of similar vocabulary and expressions while developing cultural understanding. So, for example, they would hear the vocabulary of a theme such as clothing and colors in songs, then they would hear it again in skits, in stories, through games, and by TPR. As a result, students become familiar with the language and its applications to the point of automaticity through a subconscious and pleasant means, having no need to memorize ineffective and time-consuming vocabulary lists.

After selecting 18 themes, one for each teaching day, the teams individually began to brainstorm ideas for each of their particular methodologies. For instance, the Songs team needed to find songs appropriate to each theme, such as transportation, food, and house and garden. However, if they could not come up with an appropriate set of songs, even with the help of other teams, the entire group was required to find a new theme. This activity created collegial bonding of all working together toward the same goal. Having identified workable topics for all teams, students were given a lesson plan template which required that each lesson consist of four parts to operationalize our teaching: RIPA (Review, Introduce, Practice and Assign, with a follow-up Reflection). The development of the lesson plans was at first aimed at an intermediate language proficiency level with expectations for additions of both lower and higher levels. Thus the teams were required to consider how to

"Together Better" has become the motto of the four-week sojourns to China.

raise and lower every lesson to suit what we know in language teaching will always be multiple levels. Set at two-week intervals with specific tasks to be completed by each team in preparation, each meeting had the goal of evaluating and confirming the development of individual lessons according to classroom and cultural suitability, as well as to linguistic complexity.

Team teaching is a wonderfully effective, albeit expensive, way to train new teachers! China has afforded us the best circumstances for this outcome. By creating teams that united a mentor teacher with a novice teacher, we ensured that the novice had a guide in the development stage who could explain previous types of lessons and a partner in the classroom, who could lead and model appropriate methods. We selected mentors from students with previous outside teaching experience and/or a student who had taught with us on a previous trip. This type of team-teaching allows new teachers to acquire teaching skills quickly and allows mentor teachers to gain additional confidence and test new abilities. Additionally, with an intense workload of teaching five or six hours per day, five to seven days per week, having a colleague to carry part of the lesson mitigated the physical demands.

NBOR SCHOOL

Shots and shirts

Along with preparing for academic goals, we also had to attend to personal needs and cultural issues. First, we developed a suggested packing list including such items as malaria pills and hand sanitizers. We also delegated a variety of tasks to each team member, for example, the creation of business cards, easily read conversion cards for money and weather, student insurance, group rosters, name tags and T-shirts with logos.

To provide basic insight into the culturally rich environment we would be immersed in for four weeks, we put up a website with links to resources on Chinese history and culture. Several self-correcting quizzes were added to allow students to assess their progress in mastering the content. To motivate our students, we promised that a test would be held during the flight to China and anyone receiving less than an A would not get a round-trip ticket!

Our university's liaison also provided us with invaluable advice, helping with the coordination of sites, description of school personnel and expectations, some language skills, and a few stereotypical images we might encounter and overcome. This cultural orientation helped create comfortable and immediate ties with our Chinese counterparts.

"Together better," has become the motto for each of our four-week sojourns to China. Underscoring the risks of traveling in a populous and very large country where we were

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unfamiliar with the language and customs, we impressed upon our groups the need for prudence and the benefits of constant close contact. As we began our Chinese adventure with three days of whirlwind sightseeing (Beijing, the Great Wall, the Ming Tombs, the Forbidden City, and the Summer Palace), our students saw for themselves the advantages of acting in concert when confronted with aggressive street vendors or with the teeming highways of the Chinese capital.

Energy! Energy!

Transitioning from tourist to teacher was a challenge, but the fifty eager young faces of students in each of our first classes soon motivated us. The first week was one of high excitement for everyone. So much was unfamiliar and new, both for our teachers and for the Chinese students and their teachers. Cheering each other on with shouts of "Energy! Energy!", our teams moved vigorously from one classroom to another with only a few minutes in between to catch their breath and alter their lessons for a different language level of another 50 new students. Fortunately, Chinese custom dictates that lunch of one hour is followed by a one-hour nap. This provided us with the time to rest and re-gather our thoughts. The afternoon sessions brought new classes and challenges. Once the formal teaching day was completed, we had the chance to mingle with the students casually, either playing basketball, swimming or just visiting.

By the second week, everyone had settled into the routine and we began to see language change. Moving the students into collaborative units became easy and their language use became authentic. We also focused on varied learning styles and encouraged the Chinese teachers to understand our methods by presenting extra training seminars expressly for them.

The Chinese teachers were astounded by our energy and work ethic, which even though challenging, became a source of pride for our student teachers and which was modeled by us, the professors. At any point when our student-teachers felt they could not keep up the pace, they looked to us for motivation and recognized a bit of competition! By week three, we were all tired but excited by the visible progress of the Chinese students. By the last day, any walls between Chinese and American teachers and students had been torn down.

Dumplings and Gambei!

Our stay in China was a voyage of discovery in the realm of tastes and aromas for our students. From the salty "thousand year-old eggs" at breakfast to the spicy noodles, varied dumplings, the whole fish presented with head and tail, and the amazing array of unfamiliar but tasty "green vegetables," every day was an exciting adventure into the astonishingly wide assortment of dishes offered by Chinese cuisine. Whether eating at the school, where our meals were carefully prepared by the kitchen staff, or invited to eat at one of the numerous local restaurants, our Chinese hosts proudly introduced us to their regional specialties. Dining with them provided wonderful insights into their culture and broke down barriers, especially when some of them would challenge our students to a round of "Gambei!" (that is, "Drink up!") By eating every meal together, laughing as taste buds encountered new and surprising flavors, sharing impressions, observations and experiences, our students developed solid bonds that carried over into all their activities. In the classroom and on

Chinese students came to see English as a means of real communication and not merely a school subject.

the road, they supported, helped and watched over each other.

Regrouping

Our workdays began early and ended late. Out of our hotel rooms by 7:15 in the morning, we did not return until 8:00 p.m. After five to six hours of intense teaching, followed by so-called leisure activities with large groups of energetic Chinese adolescents, our students wanted nothing more than to shower and hit their beds. However, to derive maximum benefit from the teaching experience, we asked that they meet with us every night in "Dr. F's room at 9." During this meeting we had the opportunity to reflect on and debrief from the day and to ensure that the next day's lessons were ready. This was another chance to share impressions, comment on student learning, and try to understand cultural differences. Often the meeting itself was followed by more team lesson planning and tweaking. As a result, we never had to wait up for and worry that our students would be incapacitated by a late-night out on the town. They were invariably ready and prepared for the next day's challenges, which began again at 7:15 the next morning.

"Zaijian!" Farewell!

The last days in each location were emotionally difficult. Such has been the case for all of our American and Chinese students and faculty each trip. One Chinese administrator, who was initially unsure and critically vocal about our methods, actually had to leave the lunchroom because of his tears during our last meal with the staff. By the third week of English immersion camp, he had become one of our staunchest supporters, having witnessed his students seeking out every opportunity to speak and listen, as well as read and write English. We also later heard from parents that the Chinese students were getting up early before their regular classes to read their English texts because they had come to see English as a means of real communication and not merely a school subject. Further confirmation arrived by the volume of email we received after our return, which has often clogged our mailboxes.

> "By eating every meal together, laughing as taste buds encountered new and surprising flavors, sharing impressions, observations and experiences, our students developed solid bonds that carried over into all their activities."

Following months of preparation, four weeks of intense communal living, long days of structured activity, and the shared satisfaction of a job very well done, the return to the normal pace of highly compartmentalized life in the greater Los Angeles area has proved disturbing to most of our students. To mitigate the shock, we have organized post-China meetings to share pictures, memories, and reflections on the experience. To encourage greater reflection on what they had learned and experienced, and to prepare them further for their professional lives, we have asked that they propose panel presentations at the local and state levels of the CATESOL Conference (California Teachers of English to Speakers of Other Languages). Each of our groups has had the opportunity to share their experiences abroad with other teachers in this professional setting.

Although the SARS epidemic abruptly ended our training sessions and plans for this year's trips, we have seen our students use their skills in numerous other ways as their comments testify:

- they never knew they could work so hard, enjoy it so much, find patience they never knew they had, and develop such pride in their own and their team's efforts;
- even though the training was rigorous and they often thought we had pushed them too hard, solid preparation was the key and they had used everything we had taught them and wanted more;
- China is enormous, varied, changing, open to pop culture and ancient traditions, and consequently not easily categorized;
- students are the same everywhere, meaning some are eager and hard-working, some are lazy and need motivation, some are curious and bright, and all are worth the effort!

Our service learning projects in China have served not only the English language acquisition of students and teacher colleagues in China, but also provided positive and lasting images of Americans who care and share. In all cases, our own student-teachers have been proud of their roles as models, and have earned their feelings of pride through serious and consistent training, education, and effort. They returned home missing each other and the camaraderie, but found that as individuals, they were suddenly stronger and better prepared to handle the demands of the language classroom. ■

Karen Russikoff, Ph.D. is the ESL and TESL coordinator at California State Polytechnic University, Pomona and the reviews editor of Language Magazine. Her research interests include innovative language methodology, second language composition and reading, and the cross-cultural phenomenon of plagiarism. She is a frequent international conference presenter and is currently chair of the Los Angeles 2003 Regional CATESOL Conference.

Liliane Fucaloro, Ph.D. is the chair of the English & Foreign Languages Dept. at California State Polytechnic University, Pomona. Her research focuses on the technological applications for language teaching, oral proficiency assessment, and foreign language methodology. She is a frequent and popular conference presenter and is currently program co-chair of the Los Angeles 2003 Regional CATESOL Conference.

SPECIAL REPORT

Blissful Av

Steven Donahue examines the methodology on which Bill Bliss and Steven Molinsky based their best-selling ESL series, Side By Side©

Over the past 24 years, Side by Side©, the best-selling ESL (English as Second Language) basal series, has sold millions of copies since its initial printing in 1979 and is now a worldwide blockbuster among teachers and language learners. Like many in the TESOL profession, neither Bill Bliss nor his co-author, Steven Molinsky, had any childhood intentions of becoming ESL teachers. Bliss grew up "wanting to be a fireman" and studied for a career in broadcast journalism, while Molinsky was an accomplished pianist heading toward life as a professional musician until his interest in linguistics and the Russian language led him to his work as a university professor. The co-authors met in 1972 when Bliss took Molinsky's introductory Russian class at Boston University. They became friends and three years later found themselves both working in the ESL field and collaborating on a book that would address the needs of a burgeoning population of ESL learners.

The success of Side by Side© is due to a number of winning, student-tested features: realistic dialogues, skeleton cloze exercises that scaffold low-level learners, dynamic conversation practice designed to reinforce key structures and vocabulary, light-hearted illustrations, and humor that manages to

Co-authors Bill Bliss (left inset) and Steven Molinsky (right inset).

areness

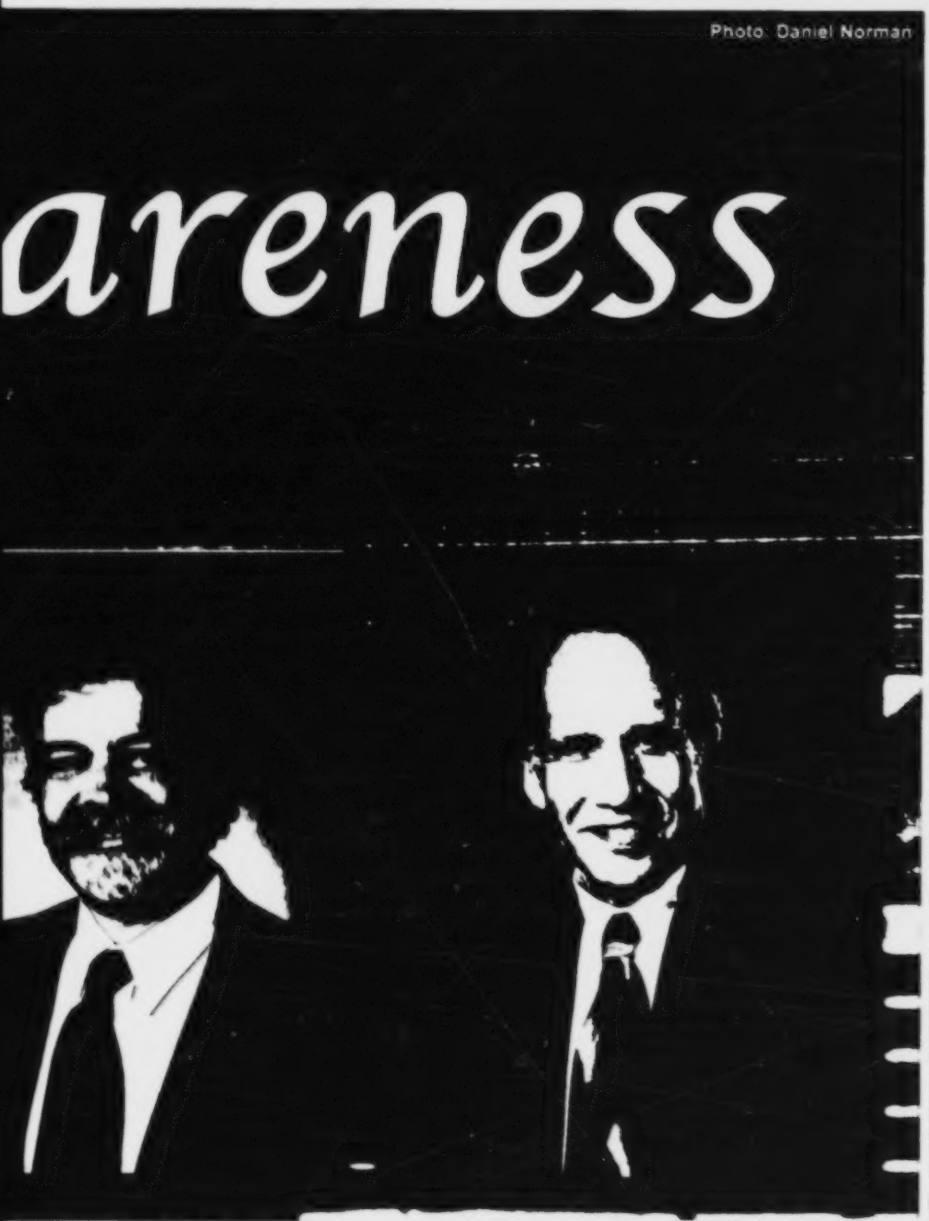

Photo: Daniel Norman

> "The co-authors met in 1972 when Bliss took Molinsky's introductory Russian class at Boston University. They became friends and three years later found themselves both working in the ESL field and collaborating on a book."

appeal to students across cultures. Side by Side's© four levels follow a student-centered, interactive approach in a clear and easy-to-use format. Popular features in the new third edition include four-color illustrations, mini-picture-dictionary chapter openers, magazine-style "Gazette" sections, and chapter summary pages that highlight grammar and functions. The accompanying videos and new CD-ROM are widely acclaimed by students and teachers.

Out With the Old

Bliss and Molinsky created a revolutionary ESL program that appears simple on the surface but is well-grounded in pedagogy. "We invented 'guided conversations' in the mid-1970s just as ALM (Audio Lingual Method) was being widely abandoned by the language teaching community," noted Bliss during a recent teachers' workshop at Miami-Dade Community College. Bliss recalls that the monotony of the ALM approach was an impetus for the authors. "The old days of memorizing patterns such as 'He's a teacher. She's a teacher. They're teachers,' gave way to experimentation with methodologies such as Suggestopedia, Counseling Learning, and the Silent Way's use of cuisenaire rods, while new communicative approaches emphasized long dialogues and situational contexts. But we felt that grammar was being thrown out the window. So we created short dialogs that would offer authentic communication in context while retaining the best aspects of the older methodology-namely, grammar focus and lots of opportunities for student practice."

In With the New

Bliss began his ESL teaching career trying to pick up extra cash during his graduate studies at Harvard University. He inherited "an incredibly inadequate ESL text" from the previous teacher and asked the school to replace it. "But the school told me, 'We have no budget for new books,'" Bliss recalls with a chuckle. "However, the school did have a spirit duplicating machine. So I began to develop materials, each day passing out new lesson pages to the students as we all almost passed out from the spirit fumes on those purple-printed sheets."

Molinsky completed his doctorate in linguistics at Harvard and then moved to Boston University, first as a Russian language instructor and then as director of the Master's program in TESOL. He also operated a small company that provided foreign and English language instruction in the workplace. When he and Bliss teamed up as co-authors in 1975, they started from scratch and began a five-year writing journey to complete the first edition of Side by Side© in 1979 and 1980. Bliss then spent three years directing a refugee center ESL program in the Philippines, where "there were 12,000 refugee students from Southeast Asia attending class every day," he recalls. When he returned to the U.S., he and Molinsky

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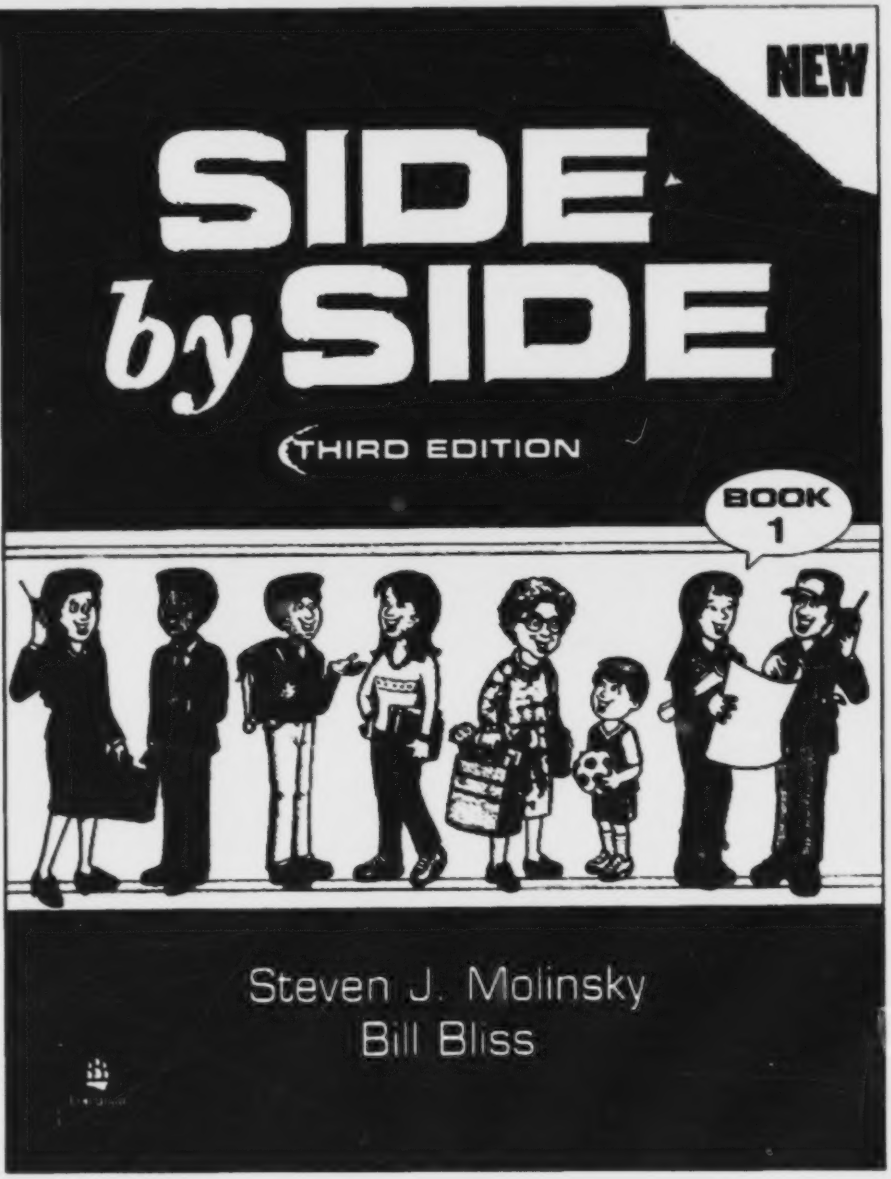

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resumed a collaboration that continues to this day and has produced programs such as ExpressWays, Word by Word, Foundations, and other popular titles.

Side by Side® is not a single book, but a remarkable collection of over 20 integrated products. It has four levels, each containing a student book, workbook, teacher's manual, audios, tests, and support materials including videos and CD-ROMs. The brand new CD-ROM is chock full of options and features, including hours of video, interactive practice, games, and even cartoons.

Core Pedagogy

"There is tremendous variation in how teachers use our material," Bliss noted in his recent workshop, but the core methodology suggested by the authors consists of a series of integrated steps for using their signature guided conversations and exercises:

1. Set the scene;
2. Present the model;
3. Full-class repetition;
4. Students read, ask questions, and the teacher checks understanding of vocabulary;
5. Group choral repetition and conversation practice: with the class divided in half, each group says the lines of Speaker A or Speaker B - first repeating after the teacher; then without a teacher model;
6. Pair practice: students practice with a speaking partner;
7. Exercises: as a class or in pairs, students create new conversations based on the model and using new vocabulary;
8. Open-ended exercises: students create new conversations based on the model, but with new vocabulary, offering students an opportunity to use their imaginations and sense of humor.

"First, set the scene for the student through the illustration," Bliss says in describing the Side by Side® pedagogical approach, because "this establishes a schema and context for the learner." Students are invited to think about the illustration with probing questions by the teacher. For example, in chapter 8 (Clothing) of Side by Side®, we see two people holding a garment in a store. The teacher provides verbal frames to the students such as, "What kind of store is this? Who is the person on the left? On the right?" These verbal cloze activities elicit crucial vocabulary through a discovery process: department store, customer, salesperson, and so on.

The next step is to present the model. Teachers should use inflections in the voice, a variety of gestures, and should change posture slightly to show that they are portraying two sides of a conversation during the modeling portion.

Repetition of the dialog lines allows students "to hear the sound of their voices bouncing off the classroom walls, which reinforces the conversational aspect of the practice." Shy students or those going through a silent period can safely and anonymously project their voices during the choral practice, so that when they do have to make an individual presentation or read aloud, it is not a cold call.

Pair Practice "offers students ample opportunities to practice and build confidence," says Bliss. "If you analyzed the amount of actual vocal practice time students get in a class that is too teacher-centered, you would find that students speak very little. Pair practice maximizes each student's speaking practice opportunities." Bliss points out that pair practice is one of the central benefits of the Side by Side© system. "It's actually how we decided on the title - because the focus of the learning interaction in the classroom is on students working together 'side by side.'"

The goal of all this guided and intense practice is to give the learner the verbal tools and confidence to engage in spontaneous and original conversation outside of the classroom. In that regard, the evidence is compelling, with legions of Side by Side® graduates who have succeeded in becoming better communicators in English around the globe. ■

Steven Donohue is features editor of Language Magazine.

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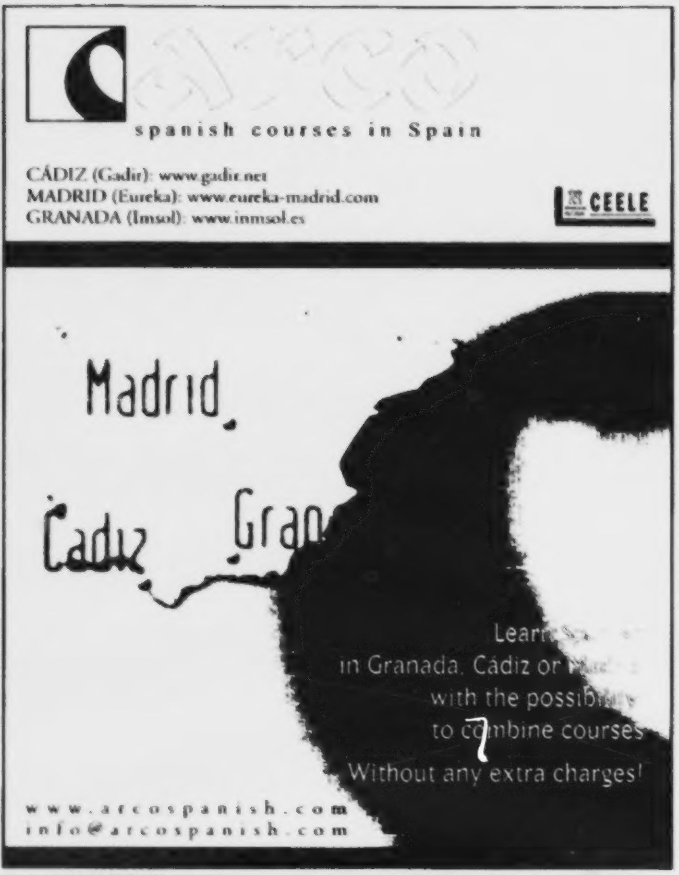

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BEST COPY AVAILABLE

How can new teachers who are unfamiliar with students' cultural and linguistic backgrounds be effective? **Dahlia Aguilar** explains how NCLR is helping teachers to succeed with Latino English learners

Founded in 1968, the National Council of La Raza (NCLR) is the largest national constituency-based Latino civil rights organization and the leading Latino think tank. As a private, nonprofit, nonpartisan organization, NCLR works nationally through a network of more than 300 formal affiliates (Latino-led, community-based organizations) that serve 37 states, Puerto Rico, and the District of Columbia. One of NCLR's top programmatic priorities is to close the educational achievement gap for Latinos by significantly improving high school and college graduation rates.

Our nation's schools are facing a critical problem: the number of Latino students in the classroom grows each year, but the number of teachers with the experience and knowledge to teach Latino students has not kept pace.

The National Council of La Raza's network of alternative and charter schools is acutely aware of the problem. These schools educate predominantly Latino students, many of whom are English language learners, who have not been successfully served in traditional public schools. The increasing numbers of schools in the network is making it harder to identify enough qualified teachers with experience educating Latino learners. With close to 70 schools in operation, and additional schools opening each year, a "systemic" response was needed.

NCLR responded to this challenge through the creation of NCLR's New Teacher Institute.

Instead of searching for a few available teachers with the right qualifications, we decided to "grow" them ourselves. We determined that through a series of Professional Development Institutes, site-based coaching, and ongoing support we would attempt to equip new teachers with fundamental skills and cultural competencies aimed at preparing them for the challenges and rewards of teaching Latino children in today's classrooms.

g the
ent Gap

Photo: Chris Inch

The cornerstone of the program is the annual New Teacher Institute—an intensive training for new teachers which lasts five days and is organized into two primary courses each day, curriculum and instruction and classroom climate, and includes a final project. Participants receive three graduate credits upon completion of the course work.

Recognizing complexity

As a colleague and I contemplated the design of NCLR's second annual New Teacher Institute, we asked ourselves what would be different this year from last. When we thought of all the skills, knowledge, and understanding a new teacher needs to engage linguistically and culturally diverse learners, he let out a sigh, "It's hard. No one will ever say publicly how hard it is. No one can do it all, and no one should do it alone. And no one will ever pay the teachers for the amount of work they will do." It seemed a hopeless statement until he added, "We can't wait for the policy-makers, researchers, administrators, and practitioners to agree on solutions. We just have to do what's right. Do what's right and show what's working."

Our observations of new and experienced teachers demonstrate that of significant importance is a fundamental understanding and fluency with effectively developing curriculum, delivering quality instruction, and assessing student learning. It's clear that this does not happen in a vacuum and that the most effective teachers we've seen create classroom climates that foster student passion and increase student achievement.

We thought about some of the key learnings we wanted to instill in participants and created the course curriculum based on the following core ideas:

Set High Expectations

Teachers must set high expectations for English language learners, which means in some cases being able to separate the assessment of a child's language ability from the assessment of child's ability to learn. Although children need language to access information, students with a primary language other than English have an important portal of entry, and are likely to have learned quite a bit about the world in their native language. A child may not yet have learned in a second language the words to describe a sunset, a song, or an injustice, but that doesn't mean a child doesn't have huge ideas about all those things. A teacher thinking well of English language learners considers how children's imagination and huge thinking can be unpacked while they are learning English. Whenever and wherever possible, this should involve the child's first language and engage multiple modalities and forms of assessment. And always teachers must look for evidence of learning. How do we know the student has learned and will use their learning again? Show proof. And show multiple forms of it. No test ever has, or ever will, attest to what a child has learned, can learn, or will achieve. Assessing students requires creativity and respect for diversity in the ways humans can demonstrate their learning.

"A child may not yet have learned in a second language the words to describe a sunset, a song, or an injustice, but that doesn't mean a child doesn't have huge ideas about all those things."

Create a Climate for Learning

At the heart of the work of teachers who serve linguistically and culturally diverse students is an understanding that involves using the head and heart to reach learners. This understanding begins with an examination of one's own treatment and mistreatment in schooling, as well as the importance of how culture and language were regarded or disregarded in one's education. Most adults share as a point of reference having been disempowered by an adult in their youth. Recognizing how this has shaped their current values is important to rooting future interactions with youth in rational and fair decision-making. When teachers look explicitly at their stories—memories of disrespect, racism, and mistreatment in general—and those of others, they are not far from understanding how easily adults get confused about children and what it means to treat them fairly. Teachers deserve to tell their stories as much as they deserve to hear the stories of others—adults and students alike. For the teacher who does not know

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Photo: Lacey Gadwill

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their students' culture or cultures, this is one of the ways to build these cultural bridges of understanding. Storytelling gives people a place in their heart to create a stand for another person, a promise to understand and act more fairly in the future. Teachers must create their classroom norms, governance structures, and daily operations with a sense of fair, just, and equitable learning environments for English language learners, for these are the very leaders we want to inspire.

Teaching as Social Justice

Some of the best teachers we've seen are able to reach their students because their efforts are grounded in an understanding of their work, not as saving victims, but as reversing social injustice. And their commitment is that of both recognizing the challenges of having been denied resource, while empowering their students to reach unprecedented achievement. The teaching of our children is neither a mere profession nor a vocation; it is an irresistible opportunity to right educational wrongs. Understanding the present education of Latino learners in the context of history is critical to teachers accepting their work as such. Teaching Latino learners well is the only road map we have for helping them shape their futures as places of opportunity and promise.

Find Allies

Do not do this work alone. In order to serve all students and English language learners, make allies of the people who know them best. Learn where they live, play, and pray. Know their parents and the dreams they have for their children. Do not confuse a parent's presence or absence with their commitment or love for their child. It is important to remember that some parents were schooled outside of the U.S. education system while others were extremely hurt and disempowered by it. Assume the best, and help parents gain whatever resource might empower them to help their children, not only as their children's first teacher and advocate, but as decision-makers in their children's education.

Join the community. Many community-based organizations have been effectively serving Latino learners and their families for years. As a teacher you can't do it all, but there are allies and organizations in the community who may already provide the service you think a child or family needs. Learn who they are. Support them and let them support you.

Join other teachers. Teachers who team up can offer students more than the teacher who works in isolation. Find the people who are willing to partner with you. Get help thinking about your teaching and don't think alone about the students you serve. Other teachers can be instrumental in viewing your class with new eyes. Set norms that will create a safe place for critical feedback. Share your practice with others and learn from others' practices.

Stay Hopeful

One of the main goals of the New Teacher Institute is to encourage teachers to embrace unabashedly their passion and commitment to Latino learners. NCLR attempts to balance the rigor and intensity of the curriculum with a personal and relaxed space for like-minded professionals to consider the possibilities for their students. It is a place to refocus, recharge, and return to classrooms and schools strengthened in their commitment and equipped with the skills and thinking that will make a difference in the lives of Latino learners.

The New Teacher Institute is designed for new K-12 classroom teachers with 0-2 years' experience. It will be held on August 3-9, 2003 at the Kellogg West Conference Center and Lodge in Pomona, California. For more information go to www.nclr.org. ■

Dahlia Aguilar is the director for Teaching and Learning for NCLR's education division, the Center for Community Educational Excellence (C2E2) based in Washington, D.C.

To be successful with linguistically and culturally diverse students, ESL teachers need to critically refocus their lens, according to **Kweku M. Smith**

USING YOUR CRITICAL LENS

"Linguistically and culturally diverse students" is a term defined quite broadly. The term describes persons from multiple cultural/racial/ethnic backgrounds for whom English is not a first language. For the purpose of this article the term "lens" will be used to imply the critical eye: a conscious, transformational knowledge/ process of teaching and learning ranging naturally from reflective consciousness to critical consciousness. "Instructional strategies" are defined as what the teacher candidates or experienced teachers do during instruction, and "culturally and linguistically diverse student activities" are what the students do during instruction.

Many teacher candidates or experienced teachers do not share or

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Russian psychologist Lev Vygotsky believed that for young children to have critical thoughts, they must say them out loud. In essence, Vygotsky was correct in saying that to "silence young children is to silence their thoughts" (Flavell, 1977).

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know about their students' cultural or linguistic backgrounds and too few have had the professional preparation to work well with students with unique abilities. Teacher candidates or teachers working in culturally and linguistically diverse school settings have the challenge of determining whether a specific student behavior is the result of cultural differences or evidence of a language development problem. Teachers and/or candidates need to be especially sensitive to the possibility that what at first appears to be a learning or language development problem may actually be a difference in the beliefs or customs of the student.

Critical Oral Language for Linguistically and Culturally Diverse Students

Research has shown that a positive relationship exists between critical oral language and reading achievement (Blackman, 1984; Edmiaston, 1984; Rosenthal, Baker,& Ginsburg (1983). It appears that critical oral language serves as an essential foundation on which reading instruction can and should be built. For example, Russian psychologist Lev Vygotsky believed that for young children to have critical thoughts, they must say them out loud. In essence, Vygotsky was correct in saying that to "silence young children is to silence their thoughts" (Flavell, 1977). For this reason, teacher candidates and experienced teachers must understand the significance of critical oral language in beginning reading instruction and learning in general, and to include activities in the curriculum that will build on the language skills that linguistically and culturally diverse students bring to school.

Searfoss and Readence (1994) believed the rationale for oral language instruction should be based on three key processes:

1. Critical oral language programs for culturally and linguistically diverse students should utilize real experience for in- and out-of-school reading.
2. Critical oral language development should be view as an integral part of the whole school day, planned but arising from naturally occurring events in the classroom.
3. Critical oral language (speaking and listening) activities should lead naturally into using the tools of reading and writing. Activities designed to develop critical oral language should be integrated with reading and writing (p.63). The goals for instruction of linguistically and culturally diverse students must be meaningful, relevant language, and academic instruction that promotes effective communication and learning in social as well as academic domains.

Identify Students' Needs through Connectedness

In connecting with culturally and linguistically diverse students, we have what are known as language development differences. Language differences can be traced to cultural differences and/or the student's lack of facility or delay with English development. Teacher candidates or experienced teachers can tell when culturally and linguistically diverse students might need special services for language-learning, (Empowering Linguistically and Culturally Diverse Students with Language Development [ERIC] Digest, 500, 1991: 5).

A positive attitude and self-concept are necessary ingredients for achieving maximum learning potential. With an instructional concept which strongly reinforces minority students' first-language skills, the students tend to be more successful (Vygotsky, cited in Kozulin, 1986, p.86). The "Zone of Proximal Development," according to Vygotsky, is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (cited in Kozulin, 1987, p. 86).

Vygotsky believed that through collaboration with others, linguistically and culturally diverse students will be able to reach greater levels of cognition for language proficiency. Vygotsky means, of course, that the-

Photo: Duncan Walker

> "Language differences can be traced to cultural differences and/or the student's lack of facility or delay with English development."

ory shapes practical applications. Three categories of such applications exist: (a) those performed independently by students; (b) those that cannot be performed even with help; and (c) those that fall between the two extremes, the tasks that can be performed with help from others. Therefore, with patience all our students will succeed academically. This important concept describes ways and means by which linguistically and culturally diverse students with development problems can negotiate meaning, and creates an educational climate in which teaching and learning can take place.

Culturally and Linguistically Incorporate Students' Language and Culture into School Programs

The incorporation of language and culture into school programs is connected to students' academic success (Campos & Keating, 1988: Cummins, 1984, 1989; Willig, 1985). When programs are thus encouraged and reinforced, students tend to be more successful. Students' English skills do not suffer as a result of less English instruction because there is considerable transfer of cognitive and academic skills across languages. Thus, students participating in such programs do not have to learn to read again when instruction begins in English (Ada, 1988).

Teacher candidates and experienced teachers who see their role as one that adds a second language and cultural affiliation to students' repertoires are likely to empower them more than will those who see their role as replacing or subtracting students' primary language and culture in the process of fostering their language assimilation into a dominant culture.

Below is a list of strategies and ways in which teacher candidates, experienced teachers and schools can positively create a climate that is welcoming to minority families and, at the same time, promote children's pride in their linguistic talents (New Zealand Department of Education, 1988, p. 14).

Teacher candidates and experienced teachers should:

- use visualization to help students focus. For example, if students are studying weather, the teacher candidate might ask students to close their eyes and visualize the warm sun, a cool breeze, a light rain shower, snowflakes falling on their faces, etc.
- use the alphabet to facilitate word retrieval: if the student cannot retrieve a word, the teacher candidate can ask the student to go through the alphabet in an effort to recall the initial letter in the word.
- reflect the various cultural groups in the school district by providing signs in the main office and elsewhere that welcome people in the different languages of the community.
- encourage culturally and linguistically diverse students to use their first language around the school.
- provide opportunities for students from the same ethnic group to communicate with one another in their first language where possible (e.g., in cooperative learning groups on at least some occasions).
- recruit people who can tutor students in their first language; provide books written in the various languages in classrooms and the school library.
- incorporate greetings and information in the various languages in newsletters and other official school communications. Display pictures and objects of the various cultures represented at the school.
- create units of work that incorporate other languages in addition to the school language.
- encourage students to write contributions in their first language for school newspapers and magazines.
- provide opportunities for students to study their first language in elective subjects and/or in extracurricular clubs.
- encourage parents to help in the classroom, library, playground, and in clubs.
- invite students to use their first language during assemblies, prize-givings and other official functions.
- invite people from minority groups to act as resource people and to speak to students in both formal and informal settings.

To address the critical needs of our linguistically and culturally diverse students, teacher candidates and experienced teachers may consider reading and adopting the transformative strategies of Adrienne L. Herrell (2000); Lynne T. Diaz-Rico & Kathryn Z. Weed (2001); Rosebery-McKibbons (1995); Vygotsky (cited in Kozulin, 1986, 1987); Ada (1988); and Cummins (1984).

Using this knowledge-based information, these pedagogies and strategies, teacher candidates, School Districts, and experienced classroom teachers should explain why District information, instructional strategies, and student activities address the needs of linguistically and culturally diverse students and help these students make progress towards achieving the state-adopted academic content standards.

There are additional characteristics that teacher candidates and experienced teachers are likely to observe and they must be prepared to address them with some linguistically and culturally diverse students:

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(a) delay in language production and reception in both the native language and second language; (b) delay in the acquisition of reading skills in both the native and second language; (c) learning problems related to the lack of instruction and appropriate transition from the native language to the second language; (d) increasing numbers of at-risk and drop-out students due to the lack of appropriate instruction in the native and second language; (e) cultural identity problems, and (f) poor self-esteem (Omark & Erickson, 1983).

Furthermore, a disproportionate number of linguistically and culturally diverse students are unidentified and continue to be underrepresented in our educational program for language minority students. This is not because they are any less talented, but rather because their different experiences, values and beliefs have prevented them from fully demonstrating their abilities through forms of assessment commonly used in traditional school programs.

Identifying linguistically and culturally diverse students is the first step toward helping them achieve their full potential. Teacher candidates and experienced teachers then need to draw from a repertoire of teaching and learning strategies that reflect and respect various cultures and learning styles and accommodate students with special needs.

One approach is to broaden and enhance candidates' instructional repertoires so that they can better identify and accommodate linguistically and culturally diverse students. This process usually begins with candidates' or experienced teachers' transformative knowledge of education and comprehensive process within teaching and learning: they do share or know about their students' or future students' cultural and linguistic backgrounds. That awareness is then supported by a determined commitment to encourage teacher candidates and experienced teachers to learn as much as possible about their students' special needs in order to work more effectively with them and provide meaningful instructional strategies and appropriate assessment. Such encouragement, in part, takes the form of specific, recommended learning strategies: comprehensible output; increased verbal interaction; contextualized language; reduction of anxiety levels; and active involvement of the learner.

Thoughtful Performance Assessment

By answering these critical questions, teacher candidates and experienced teachers can use their skills to improve the on-going plans for identification, assessment, and placement of linguistically and culturally diverse students:

1. When in the plan would a teacher candidate or experienced teacher use this assessment?
2. What goals would be evaluated by this assessment?
3. What type of assessment would it be?
4. What would be the purpose of the assessment?
5. How would the assessment be implemented?
6. What feedback strategies would the teacher candidate or experienced teacher use as a result of the assessment?
7. How would the results of the assessment inform subject matter instruction and competencies?

As a reminder, the instructional strategies should be what the teacher does during classroom instruction and student activities are what the students do during classroom instruction.

Teaching methodology in classes with culturally and linguistically diverse students should be "Specially Designed Academic Instructions in English" (SDAIE). For that reason, teacher candidates and experienced teachers should create a critical lens and strategies for teaching and learning. Linguistically and culturally diverse students are better served in our democratic and pluralistic society when teachers approach the learning environment with confident, competent, conscious and effective transformative knowledge of education, preparation and training.

Photo: Tomaz Levstek

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T-Bird: Language Key to High-Flying

Survey of top business school alumni shows that language competence leads to commercial success

One of the most important skills for business success is a foreign language, according to a recent alumni suvey conducted by Thunderbird, The American Graduate School of International Management, which is the oldest graduate management school in the U.S. focused solely on preparing international business leaders. Most respondents said that they gained a competitive advantage from their knowledge of foreign languages and other cultures.

The online survey polled a random sample of 2,500 from the classes of 1970-2002. Of the 581 respondents, 82 percent said they received a competitive edge in their careers from their foreign languages skills, while 89 percent reported benefiting from their knowledge of other cultures. Spanish was the most popular foreign language spoken by respondents with just under 50% speaking it, followed by French, English and German.

Alumni commented that language knowledge was often a critical factor in the hiring decision, it provided both mental discipline and cultural enlightenment, made them more effective in their work, and added more opportunities for job growth.

"Aside from the increased chances for success in global business and career advancement opportunities, many survey respondents talked about the personal fulfillment gained by learning another language. An Arabic proverb says learning another language is like gaining another soul, and many people reflected this personal and spiritual growth in their responses," said Dr. Christine Grosse, Thunderbird professor of Business Communication.

Over half of the alumni said that the career advantage they gained from language training was "significant", and another quarter reported receiving "some advantage" in their present job or at some time in their careers. One third reported their language proficiency was recognized with raises and promotions, while another third said it gained them overseas assignments. Spanish and English appeared as the most "helpful" foreign languages in the workplace.

Learning about other cultures enhanced the career paths of the respondents. Nearly 90 percent said that their knowledge of a foreign culture had helped them to function better in another country, gain respect and credibility, negotiate more successfully and to work on multinational teams.

The survey also examined the relationship between language proficiency and career advantage. Those who reported their language proficiency as "like a native" and "fluent in most business and social situations" said that as a result they had gained a considerable advantage at work, whereas those who rated their language proficiency as "only a few words or phrases" reported no competitive advantage.

> "An Arabic proverb says learning another language is like gaining another soul, and many people reflected this personal and spiritual growth in their responses."

Although it must be taken into account that the survey respondents represent only a small section of society, with 64 percent earning salaries of over $75,000, it does point to a correlation between language training and business success. Dr. Grosse concluded that "this study is compelling evidence that fluency in more than one language is a strong indicator for success in our increasingly global society."

Thunderbird, which is ranked among the best business schools in the world by the Wall Street Journal , Financial Times and Business Week, has developed a unique curriculum based on the principle that to do business on a global scale, executives must not only know the intricacies of business, but also understand the customs of other countries and be able to communicate with different cultures. ■

A regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their particular platform. For the purposes of this column, minimal computer skills means the ability to create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Lessons for the One-computer Classroom

Project #22 When did you work?

Students use *Microsoft Publisher* to create a work schedule. They fill out the work schedule with the information from their previous week at work (or an imaginary week for those who are not working).

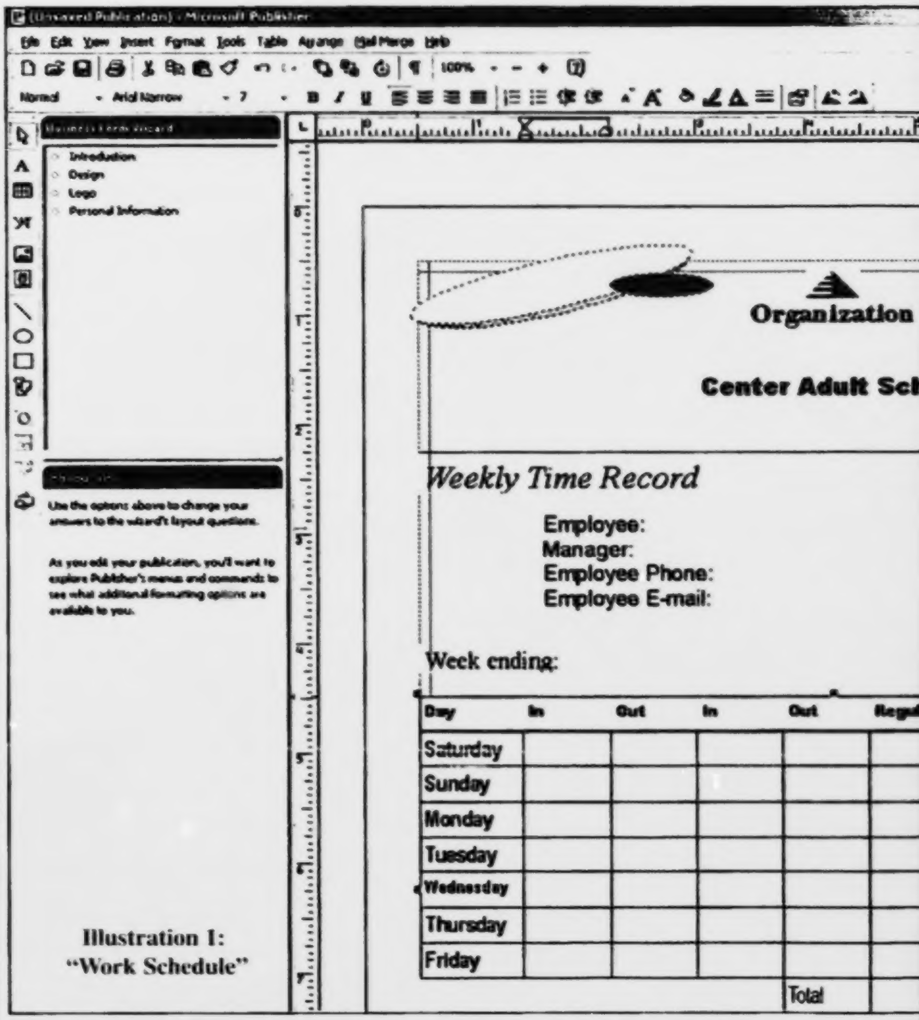
This project is excellent for intermediate and advanced ESL students.

Creating the work schedule provides practice in using personal information, and days and times, but the real practice comes in the oral stage. High beginning, intermediate and advanced students will find this exercise to be a good way to practice the past tense.

Step 1) Prepare a "work schedule" that students can view as an example. The model for this project should look something like illustration 1 right. Create the model using the "Business Forms/Weekly Record" Wizard in *Microsoft Publisher*. The "Wizard" refers to the automated help for creating the project that is part of the *Publisher* program. After creating the model schedule form, fill out one copy of the form using either your own schedule or a student's schedule as the data.

Step 2) Introduce the project by showing your schedule to the whole class on the classroom projection system or by holding up a print version. Model asking and answering questions about the schedule (you can play both roles or enlist a student for this).

Step 3) Discuss the importance of keeping a schedule and of being able to understand a work schedule. Ask if any students work in companies that make use of schedules.


(Unsaved Publication) - Microsoft Publisher
File Edit View Insert Format Tools Table Arrange Mail Merge Help
100%
Normal
Arial Narrow
7
Business Form Wizard
Introduction
Design
Logo
Personal Information

Use the options above to change your answers to the wizard's layout questions.

As you edit your publication, you'll want to explore Publisher's menus and commands to see what additional formatting options are available to you.

Organization

Center Adult Sc

Weekly Time Record

Employee:
Manager:
Employee Phone:
Employee E-mail:

Week ending:

Day	In	Out	In	Out
Saturday				
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
				Total

Illustration 1:
"Work Schedule"

Step 4) Introduce or review basic operations and functions in *Microsoft Publisher*. Demonstrate how to use the "Business Forms Wizard" to choose a style for the schedule. (You can choose one style and have all of the students use that style, or allow the students to pick any style they want.) Review replacing text, changing font sizes, saving a document and other necessary procedures. Repeat all of the actions several times. Have students call out the steps of the process as a comprehension check before assigning a student or students to the computer to work on their own schedules.

Step 5) Students work on their individual projects.

Step 6) As students complete their work, check the final product and save it before printing it. Give the students the copy of their schedule and have them fill out the hours they worked the week before.

Step 7) Review appropriate language, vocabulary and grammatical structures for past tense, days of the week, periods of time, and duration of an activity.

Step 8) Students work in pairs to discuss their individual schedules and ask and answer questions about them.

Steps for creating a Weekly Record using the "Business Forms Wizard" in Microsoft Publisher

Step 1) Start Publisher. The "Microsoft Publisher Catalog Wizard" starts up automatically. On the left side of the screen, you'll see a list of possible project types. Scroll down to the category labeled "Business Forms" and click on it. The category will expand and several types of forms will appear (see illustration 2, right). Click on "Weekly Record".

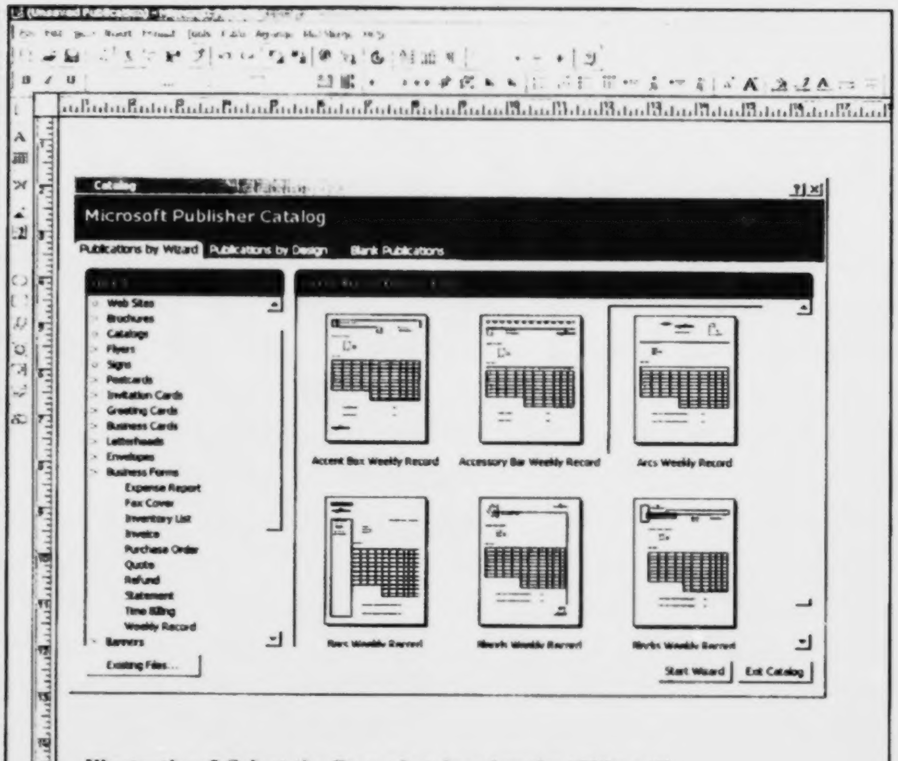
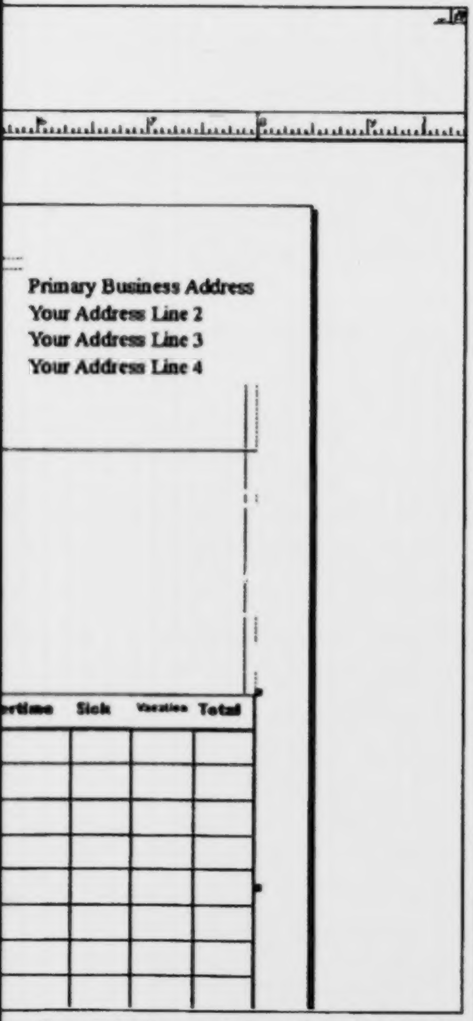

Catalog
Microsoft Publisher Catalog
Publications by Wizard
Publications by Design
Blank Publications
Web Sites
Brochures
Catalogs
Flyers
Signs
Postcards
Invitation Cards
Greeting Cards
Business Cards
Letterheads
Envelopes
Business Forms
Expense Report
Fax Cover
Inventory List
Invoice
Purchase Order
Quote
Refund
Statement
Time Billing
Weekly Record
Banners
Existing Files...
Accent Box Weekly Record
Accessory Bar Weekly Record
Arcs Weekly Record
Start Wizard
Exit Catalog

Illustration 2 Select the Record style using the "Wizard"



Primary Business Address
Your Address Line 2
Your Address Line 3
Your Address Line 4

ertime
Sick
Vacation
Total

Step 2) Pick one of the styles, click on the style name to "highlight" it and finally, click on "Start Wizard".

Step 3) Replace the text that appears in the example with your own language as appropriate. (Enter employee name and business address, etc.) It is also a good idea to replace some of the smaller fonts with larger ones for easier reading.

Step 4) Continue until the Weekly Record has been completed

Step 5) Save and print the completed Weekly Record.

Step 6) Students fill in the hours they worked using pencil.

Sample Conversations

Student A (Payroll Clerk): *I'm checking your time card. Did you work everyday last week?*

Student B (Employee): *No, I only worked Monday through Thursday. I didn't work on Friday.*

Student A: *Did you work the day shift or the night shift?*

Student B: *I worked the day shift all week.*

Student A: *Did you work any overtime?*

Student B: *Yes. I worked 2 hours overtime on Tuesday and 1½ hours overtime on Wednesday.*

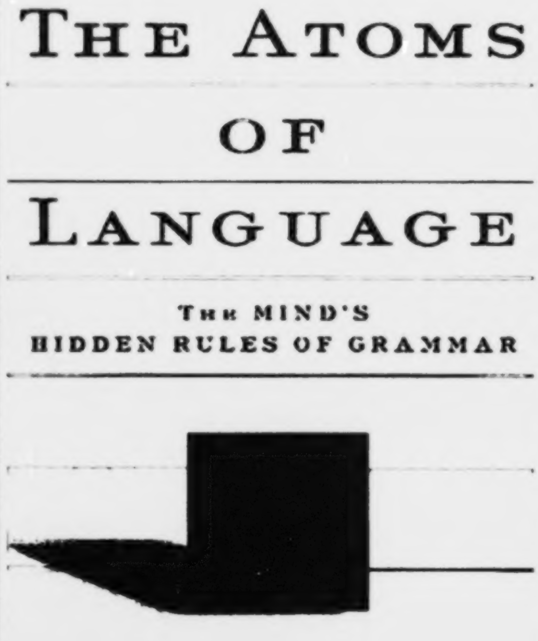
Tips for working with computers and beginning students (individually at the computer or in groups)

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes. Remind more advanced students to save their work themselves.
- Be patient since beginning students are also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a folder to help you organize the completed projects. For this project, call the folder "Weekly Records". As each student finishes, save the project in the same folder. You can also create a "Weekly Records booklet", which is simply one document with all of the students' individual catalogs pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. ■

Barry Bakin is an ESL teacher and teacher advisor in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center and trains ESL teachers to integrate computers into ESL instruction.

SPLITTING ATOMS

The Atoms of Language: The Mind's Hidden Rules of Grammar
Mark C. Baker; Basic Books; 276p; $17


THE ATOMS OF LANGUAGE
THE MIND'S HIDDEN RULES OF GRAMMAR

WHEN I WAS a grad student in the early 80's I took- or should I say, suffered- through a course on transformational grammar. The material was very abstract, even though I tried to imagine the endless trees we drew with NP +VP as somehow existing physically in the brain: strands of molecules arranged in wispy tentacles that explained why English worked the way it did. Or, when I read through Chomsky's *Language and Mind*, I tried to imagine "deep structure" as steel-like filaments tucked into the back of my brain somewhere in the "language center" which allowed me to generate an infinite variety of unique sentences as a native speaker of English.

In *Atoms of Language*, Mark C. Baker, a professor of linguistics at Rutgers University, builds on Chomsky's original idea of universal grammar by coming up with parameters, or what he folksily calls the basic "recipes" for understanding the similarities and differences in the world's languages. His model of comparison, as the book title suggests, is the periodic table which arrays the known elements by atomic weight and chemical valence into groups with similar characteristics.

> "The parametric theory of linguistics is built on the hypothesis that all grammatical differences among languages result from the interplay of discrete factors."

As you might guess, his "Parameter Hierarchy" looks nothing like the neat chart of squares representing the periodic table; rather, it is an extensive tree diagram which contrasts languages based on such things as word order, "polysynthesis", "null subject" (whether a language, such as Spanish, marks person by verb affix so that no subject is required) and whether languages permit "dislocation" (a language like Mohawk, which the writer has studied extensively, allows more flexibility in where subjects and verbs go than other languages).

In terms of polysynthesis, a common trait of Mohawk is noun incorporation. In English we would say: "The baby ate meat." In Mohawk this is rendered as: "The baby meat-ate" where a new word (verb+noun) incorporating meat and ate is created. Baker points out that this feature of Mohawk would seem to make it radically different from a language like English. Yet, English has its own version of incorporation, restricted to linking nouns in such compound words as "doghouse" or "earwax."

Baker certainly clarifies the notion of language universals and deep structure and he writes in an accessible and straightforward manner. His elaboration of the parameter concept gives the reader help in looking at word order in languages as seemingly unrelated as Japanese and English. For example, English follows a subject-verb-object pattern while Japanese uses subject-object-verb. What he finds is that languages do not have infinite possibilities of stringing nouns and verbs and objects together; to the contrary, they follow regular patterns that do allow for variation within the parameter. He hopes that ultimately all variation in languages can be accounted for by finding subtler and subtler recipes or instructions.

Perhaps the more interesting part of this book-at least for the lay reader- is the last chapter where Baker muses about just why we have these parameters, why languages have logic and consistency, order and purpose. He points out that children first eliciting speech already have the parameters in place; in other words, they know intuitively how the sounds and words go together to make meaningful communication. By age five, children know their native language well without anyone ever consciously teaching them about its grammar. But how do they know this? Baker adds that such things as free will, intentionality (the desire to communicate) and a priori (innate) knowledge must be considered with parameters if we are ever to fully account for language ability and linguistic diversity.

For second language learners and their teachers, parameters may be another way to contrast language differences and help the acquisition process further. Parameters also show that while languages do differ significantly in lexicon and phonology, there are more fundamental similarities that should help dispel the notion of one language being less complex or valuable than another, or that linguistic differences are necessarily tied to cultural differences. In the end, studies like Baker's ultimately point toward humankind's perennial quest to understand cognition itself-something philosophers have been mulling over for a long time. ■

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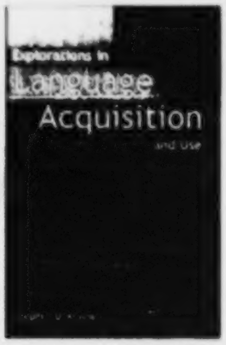
LANGUAGE EXPLORATION



Explorations in Language Acquisition and Use
Stephen Krashen
ISBN 0-325-00554-0
Publisher: Heinemann, Portsmouth, New Hampshire, 2003

STEPHEN KRASHEN's book, *Explorations in Language Acquisition and Use*, is a collection of presentations that he made at the National Taipei University in Taiwan. In this short yet information-packed book, he discusses the principles of language acquisition, free voluntary reading, the effectiveness of teaching grammar and the effect of reading and writing on the thinking process. This book is very reader friendly. The author begins with an introduction that guides the reader through the book. He tells the reader exactly what to expect and the reasons behind the inclusion of the subject matter. Chapters two, three and four are filled with well-researched and well-supported information that can be used both pedagogically and as a starting point for further research. Chapter one offers a general presentation of the currently accepted theories behind language acquisition.

Krashen spends a great deal of time in this book debunking research that claims that direct teaching of grammar is helpful. He lists study after study which have been used to support the theory that grammar education leads to a better understanding of grammar. In each case he points out the flaws in the research or the fact that what the creators of the study are claiming is not actually reflected in the study generated data.

In the same chapter where the author refutes the grammar studies, he also refutes the idea that output leads to second language acquisition. In both cases Krashen does not claim that all topics in these studies are completely invalid. What he does show is that the studies prove issues other than what they claim. For example, when dealing with comprehensible output, Krashen claims that it may lead to a better understanding of the second language due to the fact that it produces more comprehensible input, which is important in acquisition. He never gives this idea a great deal of weight however, due to the fact that he argues that a learner can acquire a language through listening and reading.

The importance of Free Voluntary Reading is also a focus of this book. Krashen lists several studies that are supportive of Free Voluntary Reading. He lists many examples that prove that students who read for pleasure do better in school. In his support of Free Voluntary Reading, he includes a section that shows that light reading provides exposure to more words than everyday conversation. This shows how reading can play a larger part in vocabulary expansion than relying solely on conversation.

The fourth chapter of this book is particularly fascinating. In this chapter, Krashen explores the benefits of writing as well as the process that people go through when they begin to write. There was a very interesting portion on what Krashen terms incubation. The basic theory behind incubation is that after input is received, the mind needs to work through the input before ideas can be formed. He lists several scientists that said that their times of greatest inspiration were born during times of being idle. Krashen is critical of the way in which schools handle reading. He claims that they do not allow time for incubation to occur, thus ignoring their goal as an education facility, by not allowing time for new ideas to be formed.

This book is very thoroughly researched. There is far too much information to cover here, so it is well worth the time to read through this book in order to enhance pedagogical practices and hopefully open up some new avenues of thought. ■

Elizabeth Harwell is a graduate student at California State Polytechnic University, Pomona. She is currently working toward her Masters of Arts degree in English with an emphasis in TESL. Her main research interests are in student composition topic preference and innovative methodology.

MIRROR IMAGES

Mirror on America: Short Essays and Images from Popular Culture
Instructor's Edition. (2003). Joan T. Mims and Elizabeth M. Nollen. Boston, Massachusetts: Bedford/St. Martin's. Paperback.

MIMS AND NOLLEN were determined to create a reader that would "at once interest and challenge students," and if my college-level ESL students are any indication, they got it right. *Mirror on America* is a rare find. The authors have assembled 58 three-to-five page essays that tackle popular cultural issues from belly-button piercing to gangsta' rap, from body consciousness to brand consciousness, and from subliminal advertising to cultural stereotyping. The topics are riveting, timely, provocative, and accessible for college-level students, but they are never clichéd.

The authors have seamlessly integrated high-interest readings by authors such as Grace Suh, Dave Barry, Julia Alvarez, and Stephen King with writing process instruction. Impossible you say? There's more. *Mirror on America*'s discussion questions, writing prompts, teaching strategies, and test questions are as good as any I have seen, most likely because both authors have been writing instructors themselves and understand the value of carefully created writing and discussion prompts.

Mirror on America's structure is adaptable to a number of teaching styles and applications. It is as appropriate in a reader-response-based writing classroom as in a reading-development classroom. Native English speakers and ESL students alike will find the subject matter compelling, and because the authors have included ESL glosses to define culturally-bound terminology, this book can be used in mixed-population classrooms.

I have been using this text for the past three months and have seen the quality of my freshman ESL students' writing rise. I attribute this to the thought-provoking topics which have not only inspired passionate discussions (in class, on our class web site, and in written responses), but most importantly, create a space for students to discover their shared humanity, as opposed to focusing on their differences.

Mims and Nollen were determined to produce a text that would be satisfying for students, but they have managed to create one that will satisfy busy instructors as well. *Mirror on America*, whether used as a primary text, or as a supplemental reader, will be a welcome addition to every language professional's personal library. ■

Theresa Griffin holds an MA in TESL/Composition-Rhetoric from California State Polytechnic University, Pomona, where she is a lecturer.

Christine Mallinson, Becky Childs, Bridget Anderson, and **Neal Hutcheson** trace the roots of Smoky Mountain English

Driving the steep and windy roads along the border of western North Carolina and eastern Tennessee, it is easy to see why the Cherokee Indians who first settled in this mountainous region named it the "place of blue smoke." The trademark of these hills is the ever-present blue-gray mist that casts a hazy glow over the dense fir and spruce pine covered landscape. The Smoky Mountains, or the "Smokies" as they are known locally, are a well-known destination for tourists from across the United States. At the same time, the lush forest, underground caves, and natural water sources provide a veil of cover under which one could easily fade into the backdrop of the mountains—as notorious fugitive Eric Rudolph did for nearly 5 years. The terrain has played a major role in the development of mountain life and culture, and continues to be a source of past and present local tradition.

Stereotypes abound about the people who call Appalachia their home. The common assumption is that it is a region lacking in racial and ethnic diversity, populated mostly by whites of European ancestry. But the Smoky Mountains and Appalachia in general were actually settled by diverse groups of people. Coming to the area around 1000 A.D, the Cherokee Indians left a strong legacy; Oconoluftee, Nantahala, Hiwassee, Cheoah, Junaluska, Cataloochee, and Cullowhee are just a few of the places whose names pay homage to the Smoky Mountains' Cherokee settlers. Today, many flourishing communities of Cherokee Indians and other Native Americans still reside in the Smokies. For example, the Snowbird Cherokee in Graham County, North Carolina, continue to preserve their distinct ethnic and cultural identities as Native Americans and actively maintain their ancestral language. The tiny community of Snowbird contains nearly one-third of the total Cherokee-speaking population in the eastern United States, making it a significant community in the preservation and transmission of the Cherokee language and culture.

In addition to Native American groups, European Americans of varying ancestry—Scotch-Irish, English, German, Polish, Swiss, Portuguese, Spanish, French and more—have populated the Smoky Mountain region since the late 1700s and early 1800s. Likewise, some African Americans were also brought to the area as slaves of these white settlers, but independent, non-slave African American settlements have also existed in Appalachia since these earlier times. One small community, called Texana, was estab-

hese Hills ld Talk...

lished in the Smoky Mountains as early as 1850. Located high on a mountain about a mile from Murphy, North Carolina, Texana was named for an African American woman named Texana McClelland, who founded the first black settlement in the area. Today the community has about 150 residents who still live along the same mountain hillside where the original inhabitants first settled.

As these diverse groups of white, black, and Native American founders settled in the Smoky Mountain area, they all brought with them many different ways of speaking. Because of the extreme ruggedness of the high country's terrain, the relative inaccessibility of the Smoky Mountains allowed these different dialects to blend together in isolation over the past several centuries and develop into a distinct regional variety of speech that is often called "mountain talk." Typically, outsiders who visit the area comment on the "twang" that they hear in locals' speech. Indeed, many Smoky Mountain English pronunciations are quite different from the speech that travelers might hear in the North, in the Midwest, or other regions of the American South.

Pronunciation

Many of the vowels of the Smoky Mountain dialect are quite distinct from other English varieties, even those in Southern English. While these differences may sound strange to some people, these qualities give mountain talk a distinct character or, as one early dialectologist put it "a certain pleasing,

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musical quality…the colorful, distinctive quality of Great Smokies speech." One feature noticed by newcomers to the area is that Smoky Mountain speakers often lengthen certain vowels and break them into what sounds like two syllables. For example, the "eh" sound in the word *bear* may sound more like bayer, and the short "i" sound in a word like *hill* may come to sound more like heal. In another example, which tends to be found in the speech of older mountain folk, the short *a* vowel can split and turn into a diphthong, usually before f, s, sh, and th sounds, so that a word like *pass* would sound like pace and grass like grace.

Another vowel characteristic of Smoky Mountain English speakers is their pronunciation of long "i." The typical Smoky Mountain "i" is a broad, unglided version of "i," so that the word *bright* would approximate the sound of the word brat and *right* would almost sound like rat. When "i" is followed by an r, for example, the "ire" sound may sound more like "ar", so that *fire* or *tire* will be pronounced as far or tar by Smoky Mountain speakers.

The "r" sound is also an important feature of Smoky Mountain English. In contrast to some Southern English varieties that drop their r's, as in deah for deer, Smoky Mountain English is primarily an r-pronouncing dialect. Moreover, in certain cases, mountain speakers may sound like they are even "adding" r's to words where standard varieties do not use them. For example, visitors to the Smokies may hear *winder* for window, *feller* for fellow, and *yeller* for yellow. Another pronunciation trait affects other vowels at the ends of words, so that *extra* and *soda* are pronounced as extry, and sody. In fact, it was not uncommon for us to hear older mountain speakers refer to a soft drink or soda pop as sody water.

Grammar

Differences in pronunciation are not the only distinguishing traits of Smoky Mountain English. Distinct grammatical features characterize it as well. Perhaps one of the most well-known features is the tendency for Smoky Mountain speakers to attach the "a" prefix (pronounced as uh) to verbs that end in -ing, particularly when they are telling stories or recounting events. For example, one might hear a Smoky Mountain English speaker say, "One night that dog was a-beggin' and a-cryin' to go out." Although this sentence may occur in many varieties of American English, it is the most common in Appalachia and in Smoky Mountain English.

Another common feature of Smoky Mountain English is the tendency to regularize or use different verb forms in the past tense. This may take the form of using *was* where standard English would prescribe were, as in the sentence "We saw a bear when we was a-huntin' yesterday." Or, speakers may use irregular past forms such as *growed* instead of grew or *clumb* instead of climbed. Although many of these sentence structures may be considered by some people to be "bad grammar" or "bad English," these nonstandard dialect variations are no better or worse than any other language differences. Often, in fact, these features reflect older language patterns that were considered proper and standard at one time during

Smoky Mountains locals Ernestine & Popcorn (left), Mary Jane Queen (below) and the banjo-playing Guilford Williams. Photos: Courtesy of Neal Hutcheson.

"The typical Smoky Mountain "i" is a broad, unglided version of "i," so that the word *bright* would approximate the sound of the word brat and *right* would almost sound like rat. When "i" is followed by an r, for example, the "ire" sound may sound more like "ar", so that *fire* or *tire* will be pronounced as far or tar by Smoky Mountain speakers."

the development of English.

Many of the differences in the Smoky Mountain dialect can be attributed to the linguistic legacy that was brought by the original founders to the area. Numerous early white settlers who came to the Smokies in the late 1700s were of Scotch-Irish descent. In the language these settlers carried over from Ireland and Scotland, adding an -s to third person plural verbs was an acceptable grammatical feature. As a result, we find many mountain speakers using constructions such as "The people that goes there"—not because they are speaking incorrect grammar, but because this form is similar to the way of marking agreement with certain types of verbs and plural nouns in Scotch-Irish English.

Smoky Mountain English also uses special combinations of helping verbs—can, could, may, might, must, ought to, shall, should, will, and would. Speakers of many rural dialects may use more than one modal verb together with another, usually to mark a particular speaker frame of mind. The most frequent double modal combination is formed with *might* and the verb *could*, as in "If it quits raining, you might could go." In this sentence, the speaker is indicating that if conditions are right, then the action in the future may be able to take place. Although this use may create some confusion for those who are not native users of this construction and who are unfamiliar with it, these verb combinations express possibility or probability in English that is not otherwise available through a simple construction. Double modals such as *might would, would might, may could,* and even such interesting combinations as *might should ought to* are used to nuance meanings in subtle ways.

The verb particle *done* is also used in significant ways. In the sentence, "She done gone there already," the verb form *done* is combined with a past verb form to emphasize the fact that an action has already been completed. Completive *done* is used quite frequently in Smoky Mountain English, but it is also found in other rural varieties of American English and in African American English as well. The form *liketa* also has a special meaning in Smoky Mountain English. In the sentence, "It was so cold on our camping trip last night, we liketa froze to death," the speaker is using this construction to indicate a narrowly averted action—real or imagined; the campers knew they weren't literally going to freeze to death, but they were still worried that they would. Dialects may often use unique words and phrases to represent aspects of verb tense that standard English cannot express as succinctly.

Vocabulary

One of the most obvious ways in which the Smoky Mountain dialect distinguishes itself is in its vocabulary. Like any dialect, Smoky Mountain English has terms that refer to the mountain way of life and are woven into mountain culture. For example, many Smoky Mountain dialect words refer to

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unique places in the mountains. For example, *bald* means a mountaintop with no trees, *branch* is an area or settlement defined by a creek, *bottom* is a low-lying area or valley, and *holler* is a valley surrounded by mountains. Other vocabulary items refer to inhabitants or features of the mountain landscape. *Jasper* refers to an outsider, someone who is not from the mountains. *Boomer* is the name of the red squirrel that is indigenous to the Smokies. *Poke* salad is a salad made of wild greens that grow in the mountains—poisonous unless boiled properly before eaten. And a *ramp* is a small wild onion with a distinctive, long-lasting smell.

Still other words are variants that may or may not have counterparts in Standard English; for example, *cut a shine* for dance, *tote* for carry, *fetch* for go get, *sigogglin* for crooked or leaning, *tee-totally* for completely, and *yander* or *yonder* to mean over there. Other old-fashioned words, such as *dope* for soft drink or soda pop, are still used in the mountains, although elsewhere these terms have fallen out of use. Even though some of the unique words are carryovers from earlier history, especially Scotch-Irish English, we also see new words being invented and the meanings of old words being changed and adapted to fit current communicative needs.

One of the most characteristic items of the Smokies is the use of *you'ns* where other Southerners might use the more familiar variant, y'all, pronounced more like *yuns* or *yunz* than a simple combination of you-ones. *You'ns* is most typically used for plural but may be used when speaking to one person in special circumstances. In fact, next time you visit the Smokies, ask for directions and you're likely to hear, "Where you'ns from?"

Although outsiders may think that "mountain talk" is unsophisticated or uneducated, the complex features briefly surveyed here indicate that this dialect is anything but simple.

The people of the Smoky Mountains have created and maintained a dialect that reflects both their history and their identity. This dialect is quite distinct both linguistically and socially. As you will hear when you visit the area, mountain talk displays and preserves local tradition, culture, and experience. To hear the language of the Smoky Mountains is to hear the mountains talk. ■

A Short Dictionary of Smoky Mountain English

afeared	afraid
airish	breezy, chilly
bald	treeless mountaintop
bluff	cliff, usually facing a river
boomer	red squirrel indigenous to the Smokies
bottom	flat land along a stream or riverbed
branch	area or settlement defined by a creek
britches	pants
cut a shine	to dance
dope	soft drink, soda pop
eh law!	Oh well!
fair up	when rainy weather clears up
fetch	to get
fritter	fried patty made out of cornmeal
haint	ghost
holler	valley surrounded by mountains
jasper	outsider, stranger
liketa	almost, nearly
mountain laurel	rhododendron
painter	local pronunciation of "panther"
pick to play	a stringed bluegrass instrument, like a banjo or a guitar
plait	to braid
poke	bag or sack
poke salad	wild greens boiled to leach out poisons; often mixed with egg
razor back	wild hog
ramp	small wild onion
right smart	great in quality, quantity, or number
sigogglin	tilted or leaning at an angle, crooked
tee-totally	completely
tote	to carry
(over) yander/yonder	over there (in the distance)
young'un	child
you'ns	you (plural); pronounced "yunz"

"Even though some of the unique words are carryovers from earlier history, especially Scotch-Irish English, we also see new words being invented and the meanings of old words being changed and adapted to fit current communicative needs."

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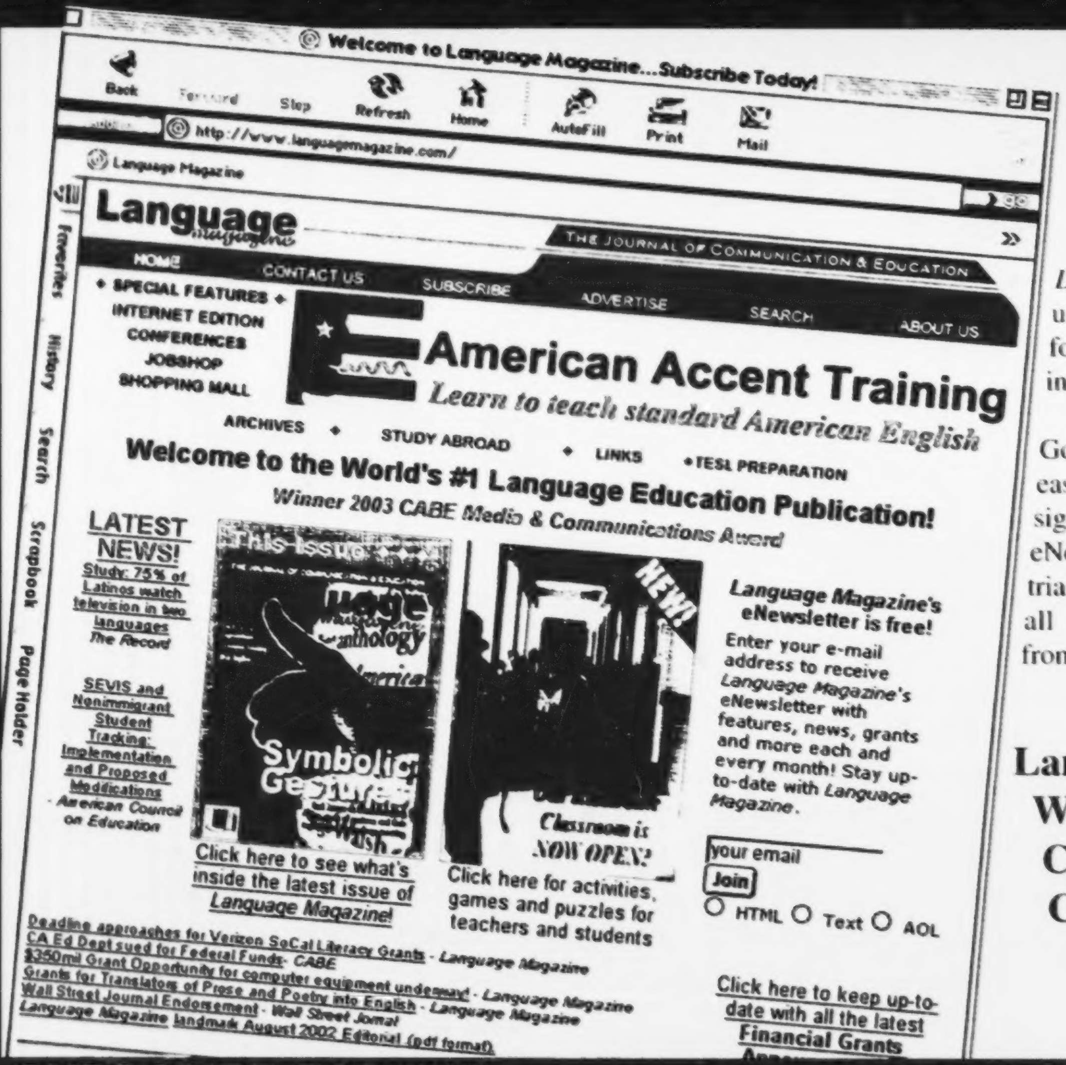
Mountain Talk. A video documentary directed by Neal Hutcheson. North Carolina Language and Life Project. North Carolina State University, 2003.

Smoky Mountain Voices: A Lexicon of Southern Appalachian Speech Based on the Research of Horace Kephart. Edited by Horace Kephart, J. Karl Nicholas, and Harold F. Farwell. University Press of Kentucky, 1993.

Christine Mallinson, a Ph.D. student in sociology and anthropology at North Carolina State University, and Becky Childs, a Ph.D. student in linguistics at the University of Georgia, are currently conducting sociolinguistic research in Texana and Murphy, North Carolina. Bridget Anderson is as an assistant professor of English and Linguistics at the University of Georgia who is from this area, and Neal Hutcheson is a videographer with the North Carolina Language and Life Project at North Carolina State University who recently produced the documentary *Mountain Talk*.

MORE IS BETTER!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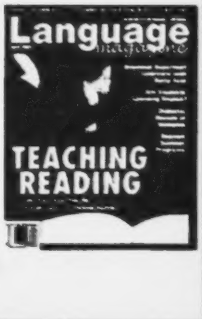
Language magazine
TEACHING READING

LAST LAUGH

Barking Around the World

by RICHARD LEDERER

It all started when author Michele Slung, on a visit to Provence, learned that French roosters don't crow Cockadoodledoo! To the Gallic ear, the barnyard dawn resounds with greetings of *Cocorico!* Thoroughly intrigued, Slung began to keep lists of chirps, sneezes, snores, clanks, crunches, thuds and whooshes, as vocalized around the world.

The result is the just-published *Hear! Here!* (Clarkson Potter, $10), a handy guide for anyone who wants to know how to say, Yuck! in Spanish (*Ecs!*), Peekaboo! in Danish (*Borte-borte-tit-tit!*), Kitchy-Kitchy-Koo! in Hebrew (*Pootsy-mootsy!*) and Pow!, as in "Pow! Right in the kisser!" in almost any language:

Arabic	Bu!
Chinese	Pung!
French	Poum!
German	Zack!
Greek	Fap!
Hebrew	Zbeng!
Italian	Pam!
Japanese	Boing!
Portuguese	Tufa!
Russian	Butz!
Spanish	Pum!
Swahili	Duh!

Little Orphan Annie's dog, Sandy, barks Arf!, and pooches in general exclaim Bow wow. But they do that only if they are English-barking dogs. The rest of the world, it appears, doesn't hear ear-to-ear with us:

Chinese	Wang-wang!
German	Wau wau!
Hebrew	Hav-Hav!
Japanese	Wan-wan!
Russian	Gav-gav!
Swahili	Hu Hu Hu Huuu!
Swedish	Voff Voff!

And you may be tempted to shout Phooey! (*Ye-e-e!* in Arabic, *Fooya!* in Hebrew and *Fu!* in Russian) when you learn that 50,000,000 Italians are convinced their dogs bark like Bing Crosby–*Boo-boo!*

Most of the English-speaking world is convinced that ducks quack Quack Quack! Not so with foreign ducks:

Arabic	Kak-kak!-kak!
Chinese	Gah Gah!
Danish	Rap Rap!
French	Coin Coin!
Portuguese	Quahn!
Russian	Qua Qua!

And that bumbling Viking Hagar the Horrible aptly named his pet duck Kvak because Swedish ducks do indeed say *Kvack Kvack!*

These lists are all examples of what English teachers call onomatopoeia and what linguists call sound symbolism. They are words that imitate sounds in nature or express basic human emotions, and the way they are created teaches us a lot about language.

For centuries many theorists believed that the origin of language was imitative, that words first came from the sounds of nature. If this idea is true, why are there so few echoic words in most languages? If we agree that species of animals sound pretty much the same throughout the world, why do French pigs oink *Groin Groin!*, Japanese cats meow *Nyah!*, Swedish mice squeak *Pip Pip!* and Greek frogs croak *Vre-ke-kex-quax-quax?*

My hopes for world unity have been shattered by the discovery that, while American cows moo, French cows Mur (nasally, of course), while in India, where they are sacred, Ganges bovines say *Moe.*

It appears, then, that language is basically arbitrary. Our words reflect our culture rather than some objective reality. Speakers of each language feel comfortable with different sets of sounds. Something falling into the water goes Splash! in English, but *Tish!, Pah!, Plump!, Plouf!, Platsch!, Plits!-plats!, Dham!, Plyukh!, Chof!* and *Plask!* in Arabic, Chinese, Danish, French, German, Greek, Hindi, Russian, Spanish and Swahili respectively.

But surely our all-American cereal, Rice Crispies, Snap! Crackle! and Pop! the same all around the globe. Not true, alas. In Germany, the kernels taking a milk bath sound similar–*Schnapp! Krackle! Popp!* But in Central and South America the Kellogg's breakfast food goes *Pim! Pum! Pam!* In Brazil the sound is *Crik! Crak! Crok!* while Austrians and Swiss hear *Piff! Paff! Poff!*

It is in Japan, however, that the world of cereals goes completely berserk. Their Rice Crispies go *Pitchie! Patchie! Putchi!* ■

Richard Lederer is "America's Super-duper Blooper Snooper" — www.verbivore.com

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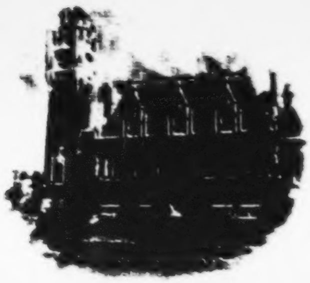

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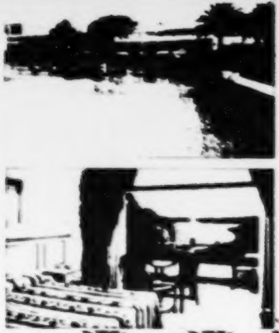

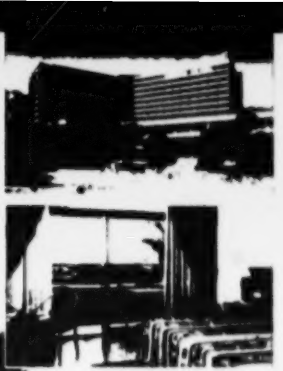

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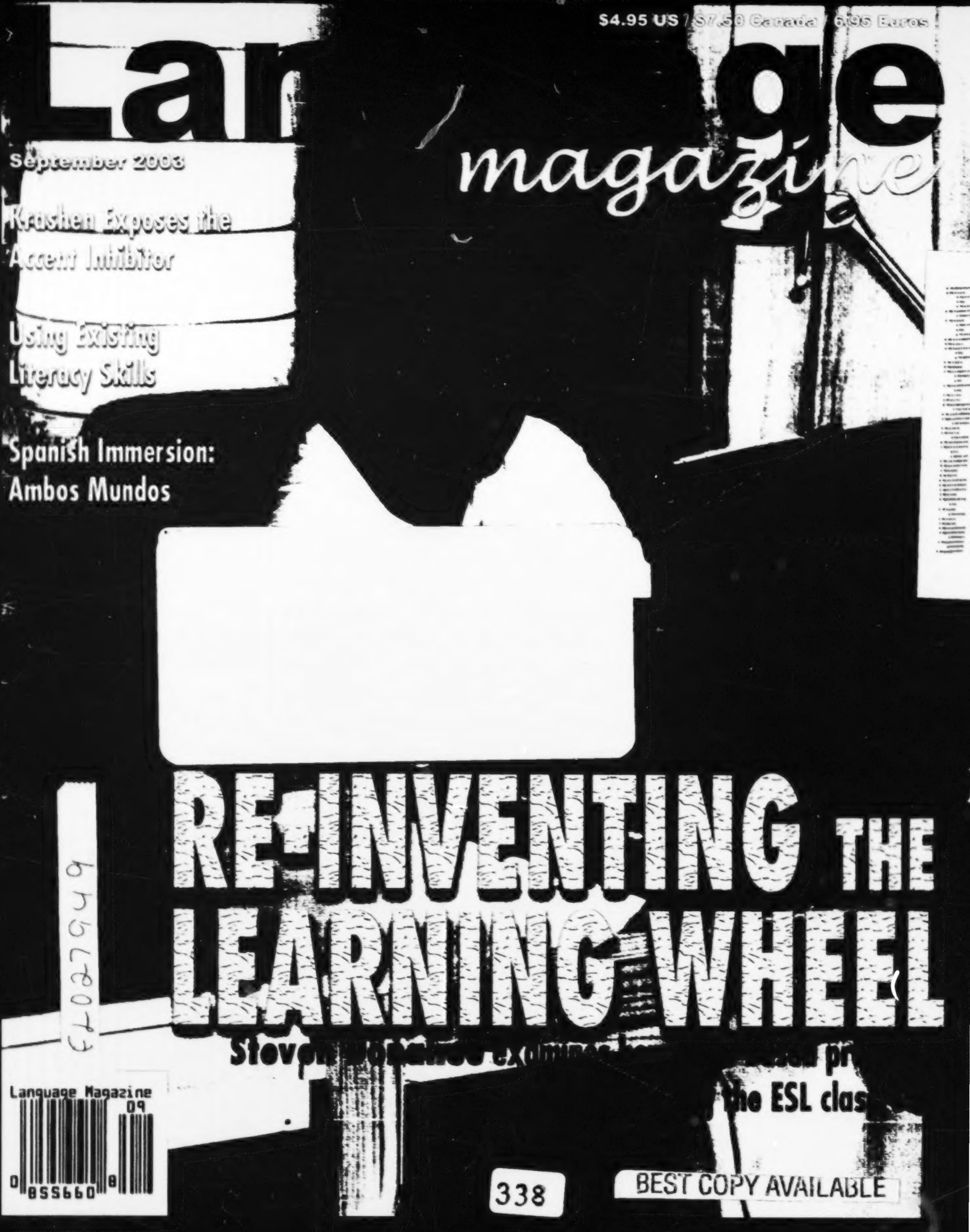

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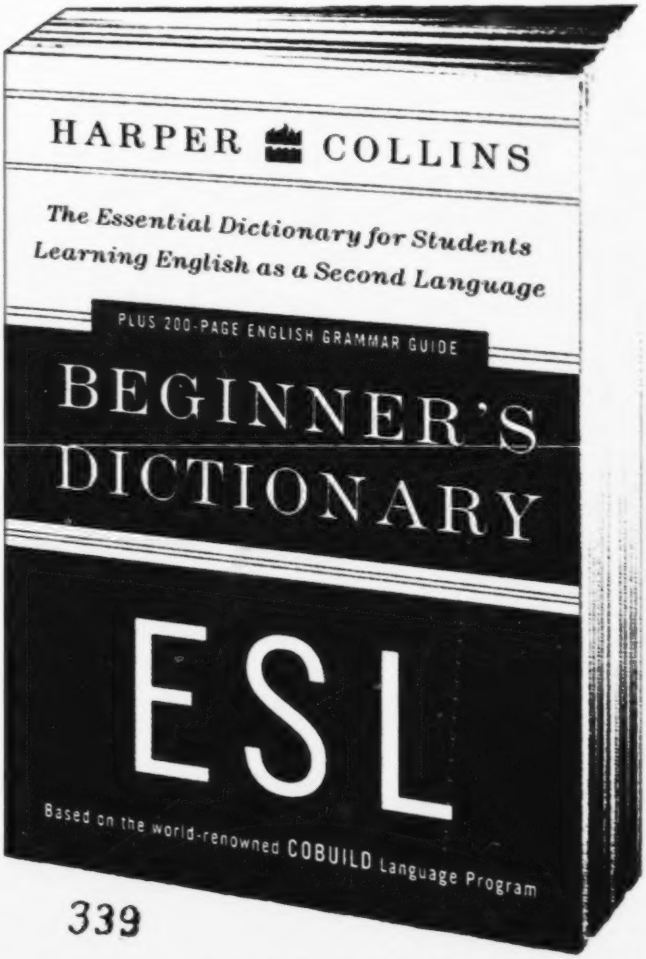
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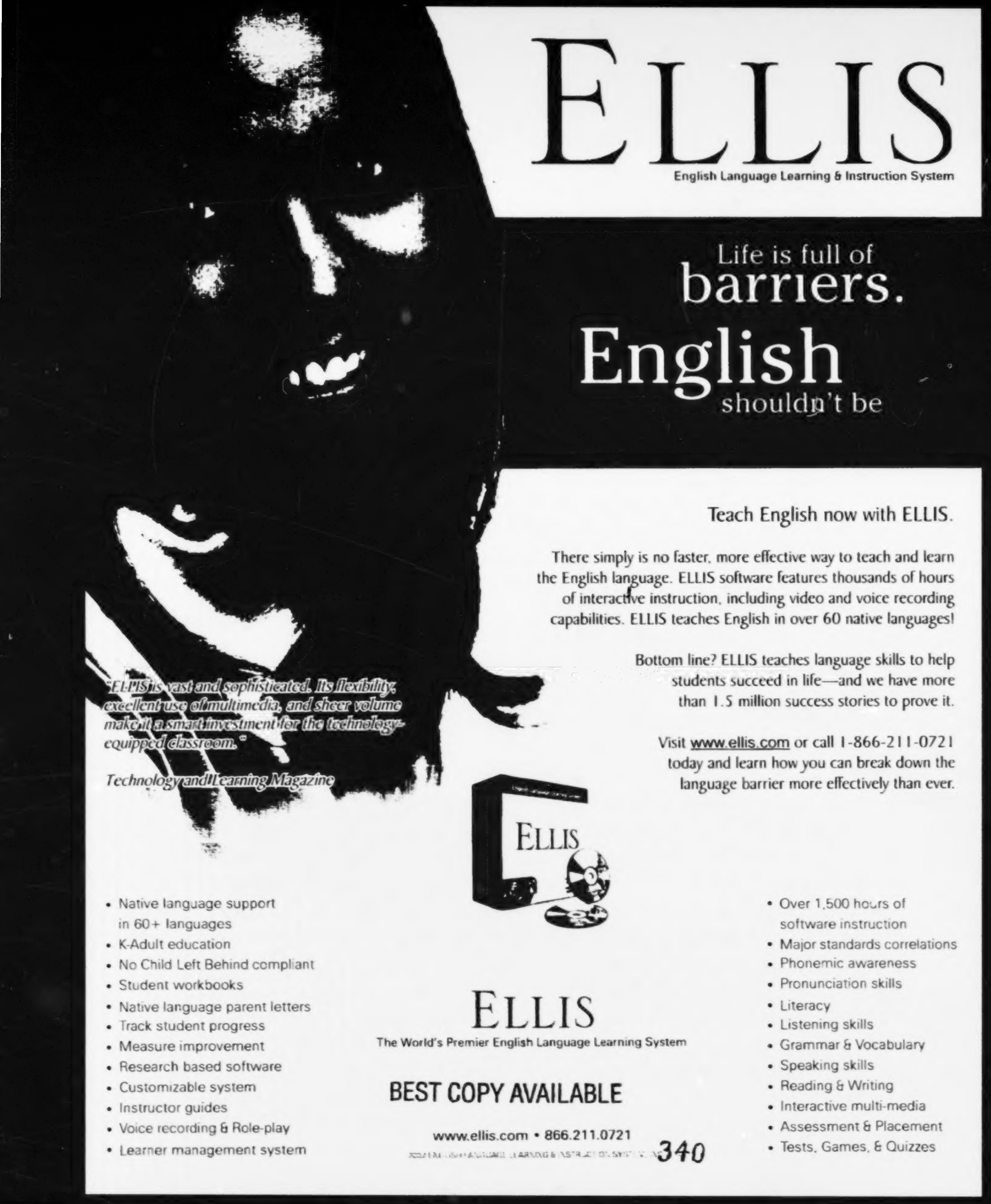

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September 2003 Volume 3, No. 1

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YOUNG LEARNERS: Kweku M. Smith suggests conscious strategies for ESL teachers to make the most of students' existing literacy skills and knowledge of content areas.
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ELECTRONIC EDUCATION: Barry Bakin continues his look into lessons for the one-computer classroom.
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SPANISH DESTINATIONS: Salamanca is known as "La Dorada" (The Golden City) because of its glorious sandstone buildings. **Shaunagh Roberts** explains why students from across the globe travel there to study Spanish. **Franz Weible** experienced a Spanish immersion course—and a whole lot more—when he stayed in Cuernavaca, Mexico.
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Cover photograph: Erick Jones

EDITOR

Totally Wasteful Recall

THE BATTLE TO become the next governor of California is making headlines worldwide not only because of its unique circumstances and the fact that the state has the world's fifth largest economy, but because one of the candidates is a Hollywood star. Arnold Schwarzenegger is one of California's most famous immigrants and a veteran supporter of U.S. English, a pressure group seeking the establishment of English as the official language of the nation with ties to right-wing nationalist movements.

In light of his 15-year association with the organization, it is hardly surprising that he has been unavailable to comment on his position towards the education of English language learners in the state, however the total absence of a budgetary plan is unforgivably arrogant unless he is correct in his assertion that, "The public doesn't care about figures."

The whole basis for the recall was that incumbent Governor Gray Davis had mismanaged the budget to the extent that tripling the car tax and hiking tuition fees at state colleges and universities would still result in a $8 billion deficit next year. Schwarzenegger maintains that he can reverse the car tax increase without offsetting the loss of revenue through any other tax and still avoid cuts in education spending. Education accounts for more than half of California's general fund expenses. Medical care absorbs most of the remainder while corrections takes nearly all the rest. Cutting medical care would almost certainly result in the loss of federal matching funds and the state's "three-strikes" policy dictates correctional spending, so it looks likely that cuts would have to be made to Governor Davis' priorities: "education, education and education".

The current front-runner in the gubernatorial race, Lt. Gov. Cruz Bustamante, has recognized that most Californians can do the math. His proposals to increase income tax for the highest earners, on businesses, cigarettes and alcohol will have cost him some support, and will probably still leave a shortfall, but at least he is prepared to reveal his position and let the people decide.

The recall election is costing a state with a massive deficit millions of much-needed dollars, yet it seems unlikely that any of the candidates will be able to suddenly solve the budgetary problems on which it was based. Maybe we should look a bit deeper into the fiscal situation, instead of jumping to blame legislators. The California Institute for Federal Policy has just calculated that, in 2002, the state sent "$58 billion more to Washington in federal taxes than it received back in federal spending." The Bureau of State Audits reported last month that if California received federal funding proportionate to its 12% of the U.S population, "it would have received $24.9 billion more in fiscal year 2001." If the basis on which federal funds were disbursed was accurate, this would not be a cause for concern, but the formulas used often rely on census and other data more than ten years' old without taking into account the state's radical social changes in the 1990's.

Senator Dianne Feinstein plans to address the issue when Congress returns this month. Even though any redress will have the unfortunate effect of increasing the burden for other states, any attempt to make the allocation of federal funds fairer deserves support.

Maybe we have underestimated Arnie and he is planning to turn up in Washington to demand his money back and terminate his political career? No, that would only happen in Hollywood. ■

Daniel Ward

Daniel Ward, Executive Editor

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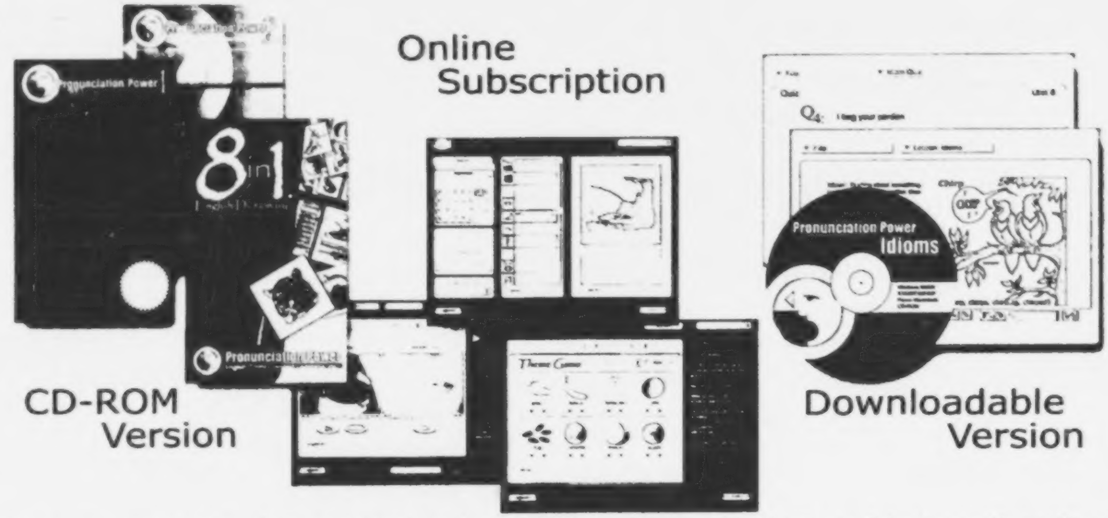

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LETTERS

Minors in Mexico

JUST A REMINDER for teachers who will be taking students to Mexico for Spanish language study trips. If a student is under the age of 18 you must make sure that he/she has both his/her birth certificate and a notarized consent from both parents or the sole documented custodial parent (with a copy of the custody agreement) if that is the case. The airlines will ask for this paperwork. Without it, you might have a disappointed student to cope with.

Buena Suerte!
Ilanna Ramirez
Dallas, Texas

Take Time with SLA

AS THE DEBATE over bilingual education and English immersion goes on, I think it is worth mentioning the fact that many linguists believe that introducing a second language at a very early age can adversely affect the child's acquisition of his or her native language.

It is evident that no matter which approach is adopted when teaching English, children who have excellent mother-tongue skills will learn the second language faster.

Ultimately, provision of a good learning environment with plenty of books, realia and other materials is the most crucial factor in successful second language acquisition among young learners

Yours Sincerely,
David Green
Toronto
Canada

Cutting Out the Community

I am concerned that proposals for cuts in the state budget here in Michigan will badly affect thousands of adult ESL learners at a time when we are trying to work with parents and children whose first language is not English.

Programs in our district have focused on developing English language skills at all levels and ages. We work with parents who, in turn, help their children with language acquisition in the home by reading with them. Also, there are many adult ESL students without children who rely on subsidized ESL classes so they can have a better chance at getting a better job. It is impossible for these impoverished people to pay for their courses as some officials have suggested. I don't think that many of our adult ESL programs will last more than six months to a year from now. But we will do all that we can to keep serving all members of our community in the hope that we can help create more opportunities for them in this country.

Janet Bischoff
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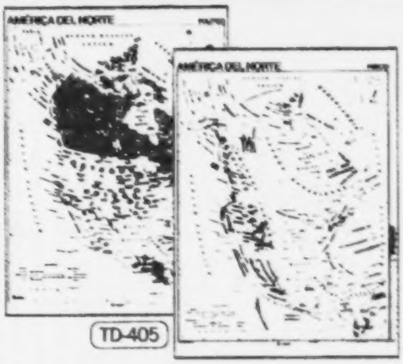
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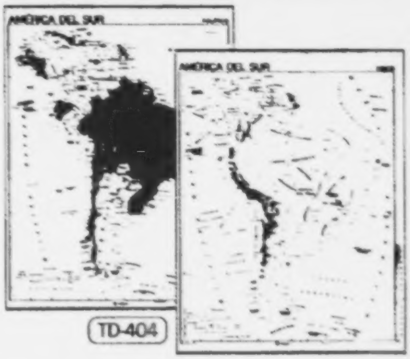
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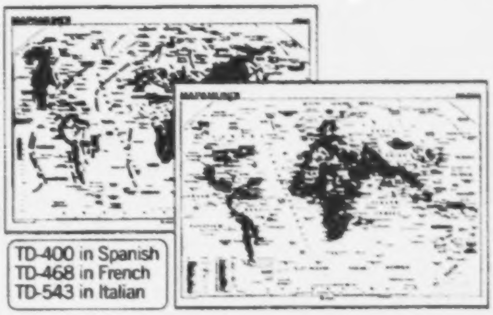
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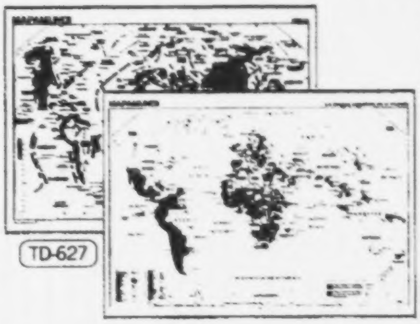
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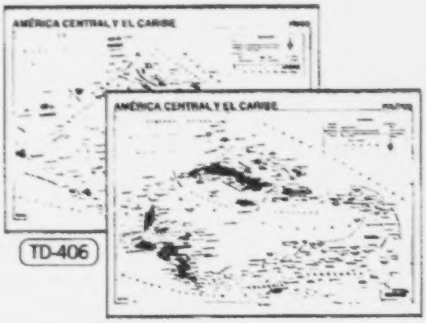
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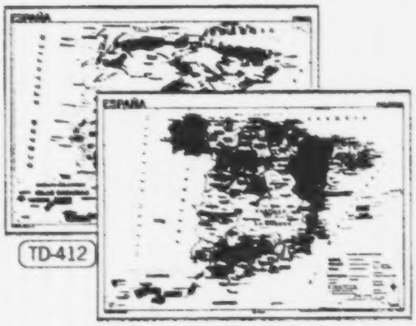
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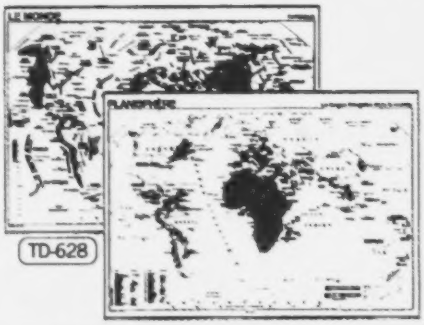
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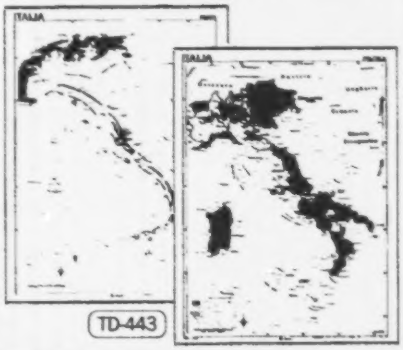
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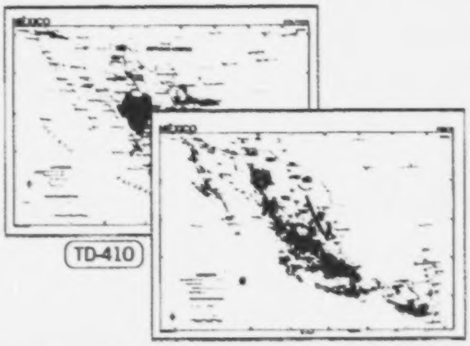
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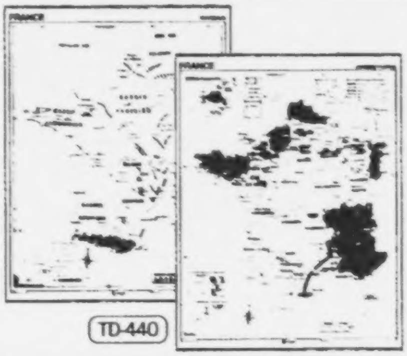
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Mass. Bilingual Teachers Might be Reinstated

BILINGUAL EDUCATORS placed on unpaid leave after they flunked an English language fluency test might be rehired under a new proposal to use $1 million of a sudden influx of Massachusetts state money to return them to the classroom.

The Lawrence-based teachers would not lead classrooms, but would work as teacher aides until they passed the new test mandated by the state's new English immersion law. "It's important, because most of them have been in the system for years and years," city mayor Michael J. Sullivan said. "They've dedicated a lot of their life to this job and to the city. We have to put a lot of weight into that."

Sullivan said he hopes the move will help to relieve the tension that has built up in the city after it was revealed that Superintendent Wilfredo T. Laboy had failed to pass a separate state-mandated writing test after three tries. Many teachers and community members felt that, in these circumstances, it was unfair for Laboy to sack the teachers for not passing the fluency test. State education officials have indicated that they will start a search to replace Laboy if he does not pass the writing test by December.

Superintendent Wilfredo T. Laboy

Mayor Michael J. Sullivan

Sullivan's proposal also calls for the district to pay for intensive English courses for the 19 teachers, who would have six months to pass the test or be fired.

Laboy said that a lack of preparation and concentration, and the fact that English was a second language to him caused the failures. "What brought me down was the rules of grammar and punctuation," he explained.

"English being a second language for me, I didn't do well in writing. If you're not an English teacher, you don't look at the rules on a regular basis."

The test is part of a recently enacted Massachusetts law, which moved the state away from bilingual education to English language immersion programs. But bilingual programs in the state are set for a boost after legislators overrode four of Gov. Romney's vetoes of budget sections making changes in last year's voter-approved law.

Under one of the overrides, kindergarten English language learners will be given the option to attend lessons in mainstream classes. The voter-approved law only permitted these students to be taught in sheltered English immersion classes. Schools will also be allowed to continue with two-way bilingual programs for non-English speaking children of all ages. The voter-approved law prevented children under age ten from attending these programs. ■

City Kids Struggle to Read

RECENTLY RELEASED reading scores reveal that many middle school students in major urban areas are struggling to read at a basic level of proficiency.

The scores, published by the National Assessment of Educational Progress (NAEP), came from six urban school districts across the country—Atlanta, Chicago, the District of Columbia, Houston, Los Angeles, and New York. These six districts have a higher percentage of minority students than either the nation or central cities.

The results showed that only 10 percent of students in Los Angeles read at proficient levels compared to 30 percent of the nation's eighth graders who read at proficient levels or above. Also, in Los Angeles, 56 percent of eighth graders read at "below basic" levels, compared to 26 percent nationwide. Grade 4 students in New York City had a reading score that was lower than the national average, but higher than Atlanta, Chicago, Los Angeles, and the District of Columbia.

Average reading scores sorted according to race and ethnicity showed that White students in Atlanta and the District of Columbia scored higher than White students did in the rest of the nation. Similarly, Asian Pacific Islander students in New York City outperformed their peers across the nation. In contrast, Black students in Chicago, the District of Columbia, and Los Angeles did not score as highly as Black students did in the nation as a whole. The same is true when the scores of Hispanic students in Chicago and Los Angeles are compared to those of Hispanic students in other districts.

Studies have shown that the highest risk indicator for dropping out of high school is a student's literacy level. Many educators believe that students who fail to pass middle school level reading tests will not be able to cope with the challenges of high school level work leading to the high dropout rates observed among disadvantaged city school children. ■

Inner city kids, including those in Los Angeles (pictured), are struggling to read.

NC & WV Reading First Grants

NORTH CAROLINA will receive $20.7 million for the first year of a multi-year Reading First grant to help schools and districts improve children's reading achievement through scientifically proven methods of instruction. Over six years, the state will receive approximately $153.9 million in support, subject to the state's successful implementation and congressional appropriations.

West Virginia will also receive $6.1 million for the first year of a multi-year Reading First. Over six years, the state will receive approximately $43.8 million in support, subject implementation criteria and congressional appropriations.

Karen Johnson, assistant secretary of legislation and congressional affairs at the U.S. Department of Education, made the NC announcement at the Charlotte-Mecklenberg County Public Library. She was joined by Sen. Elizabeth Dole and other local officials. Prior to the announcement, Johnson and Dole read to children at the library and passed out free copies of *If You Take a Mouse to School*, written by Laura Numeroff and published by HarperCollins Children's Books/Laura Geringer Books. The books were distributed courtesy of First Book, a national, nonprofit organization that gives children from low-income families the opportunity to read and own their first new books.

North Carolina plans to hold a competition for eligible school districts to compete for subgrants this spring, with the state planning to support some 75 schools in those districts. As part of its professional development plan, the state will hold a series of 10 workshops for all K-3 teachers and special education teachers. These professional development sessions will provide intensive training on classroom reading instruction based on scientific research, so that teachers learn to tailor instruction around sound, research-based information. ■

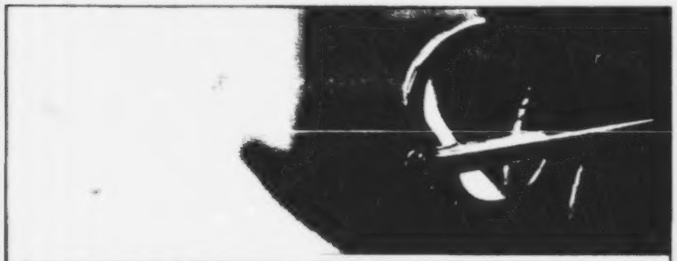
St. Louis Public Library Gets $52,800 in State Grants

MISSOURI SECRETARY of State Matt Blunt has awarded two grants totaling $52,800 to the St. Louis Public Library.

The first grant for $38,300 will fund English as a Second Language at the library. The program helps immigrants learn and speak English. The second grant for $14,500, will be used to fund family literacy programs.

"These resources will enable the St. Louis Public Library to strengthen its good work to help people assimilate into our society through improved literacy skills," Blunt said, in a statement.

Last year, Blunt approved nearly $5 million in grants for libraries across the state. ■



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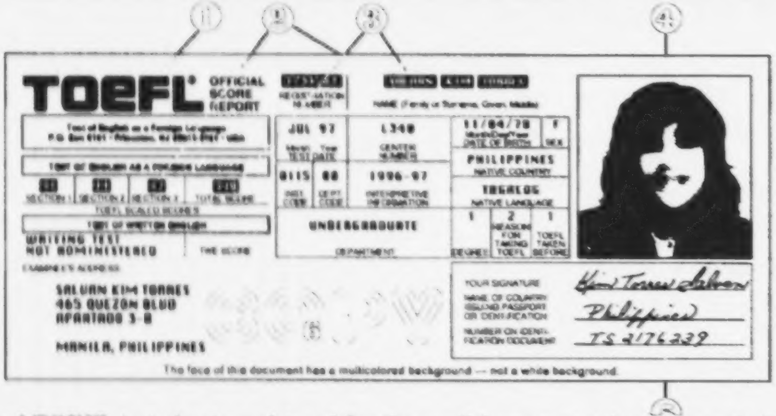

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REGISTRATION NUMBER

NAME (Family or Surname, Given, Middle)

JUL 97
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CENTER NUMBER

11/04/78
Month/Day/Year DATE OF BIRTH

F
SEX

PHILIPPINES
NATIVE COUNTRY

TAGALOG
NATIVE LANGUAGE

0115
INST. CODE

00
DEPT. CODE

1996-97
INTERPRETIVE INFORMATION

UNDERGRADUATE
DEPARTMENT

1
DEGREE

2
REASON FOR TAKING TOEFL

1
TOEFL TAKEN BEFORE

SECTION 1 | SECTION 2 | SECTION 3 | TOTAL SCORE
TOEFL SCALED SCORES

WRITING TEST
NOT ADMINISTERED

SALVAN KIM TORRES
465 QUEZON BLVD
APARTADO 3-B

MANILA, PHILIPPINES

YOUR SIGNATURE Kim Torres Salvan
NAME OF COUNTRY ISSUING PASSPORT OR IDENTIFICATION Philippines
NUMBER ON IDENTIFICATION DOCUMENT TS 2176239

The face of this document has a multicolored background — not a white background.

Alleged TOEFL test cheats registered for the proficiency test using a form similar to that above but paid for another person to take the test. Image: Courtesy TOEFL.

TOEFL Test Scam is Busted

TOEFL TEST TAKERS in New York are coming under scrutiny for allegedly using other people with much better English skills to sit the TOEFL (Test of English as a Foreign Language) for them.

Five of the students, who are all Chinese immigrants, are already behind bars on charges of identity theft and forgery charges that could lead to sentences of up to seven years.

Each of the students is said to have paid at least $2,500 to have a substitute take the test in their names. "The impostors would even tailor the scores to the student's ability," said a law-enforcement source in Manhattan. "If the student wasn't too bright, the impostor would make sure not to get too high a score." The students had discovered the test-taking "service" by reading advertisements placed in Chinese-language newspapers.

Their phony scores allowed the students to attend schools across the country including the MBA program at Baruch College and the NYU Stern School of Business.

Investigators say that have found hundreds of names of other "customers" in computer files held by the alleged mastermind of the scheme, Ping Shen, 47, of Queens, who was arrested last month. ■

New Bill Aims for Official English

THE ENGLISH LANGUAGE Unity Act would make English the official language of the United States of America.

The bill, introduced by Rep. Steve King, R-Iowa, would declare English as the official language of the United States and would establish a uniform English language rule for naturalization.

At present 92 members of the U.S. House have signed on as co-sponsors of the English Language Unity Act. Among supporters is J.D. Hayworth, R-Arizona, who explained his support for the bill by saying, "English historically has been and should continue to be the common denominator of inclusion and assimilation. Parents who have immigrated here recognize that and have said over and over that they want their children to learn English."

Hayworth believes that, "We can continue to respect the diverse cultural heritage represented by our immigrant history, and at the same time avoid the balkanization of society." The congressman thinks that the measure is not an "English-only" bill, although he realizes that opponents will probably disagree with this point of view.

King's bill, which remains in committee, specifically declares that once passed, the Department of Justice would issue for public comment a proposed rule for uniform testing the English language ability of candidates for naturalization.

According to the bill, those rules should be "based upon the principles that all citizens should be able to read and understand generally the English language text of the Declaration of Independence, the Constitution, and the Laws of the United States . . . and any exceptions to this standard should be limited to extraordinary circumstances, such as asylum." ■

News bytes

European Lab Launched in US

NEW WAVE has introduced the LANguage and LANguage+ systems to the US in response to educators requests for a lower cost "all-digital" language and computer-training system.

"The LANguage and LANguage+ systems offer a wider range of features than existing labs and yet they are more affordable," says George Washington, president of New Wave Computer Classrooms Inc.

"The labs differ inasmuch as the LANguage system is purely software-based and the LANguage+ offers a hardware-based Computer Supervisory System (CSS). Both labs offer a suite of integrated functions including CSS functionality, Video On Demand, dual window text editing, language lab recorder, call center communication training and multiple choice testing with instantaneous feedback to individual students. Test results can be transferred directly to a teacher's mailbox. The LANguage and LANguage+ systems were designed in Finland where ongoing research and development continues to expand the features of the 450 existing system installations. We are now able to install labs for educators who hitherto, could not afford a lab, let alone one with Video On Demand functionality," Washington adds; "We are excited at the prospect of offering new technology that eclipses older, higher priced systems that were previously available only to very well funded school systems."

Visit www.newwavelabs.com for further information. ■

$5M for Arabic Text Books

THE U.S. GOVERNMENT is financing a $5 million dollar program to place two million Arabic-language children's books in 10,000 primary school libraries throughout the Middle East.

"The purpose of this program is to respond to the urgent need for options in primary and basic Arabic-language literacy for young Arabic-speaking readers in the Middle East," the State Department said. ■

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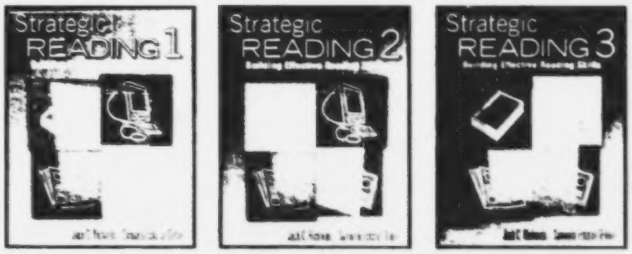
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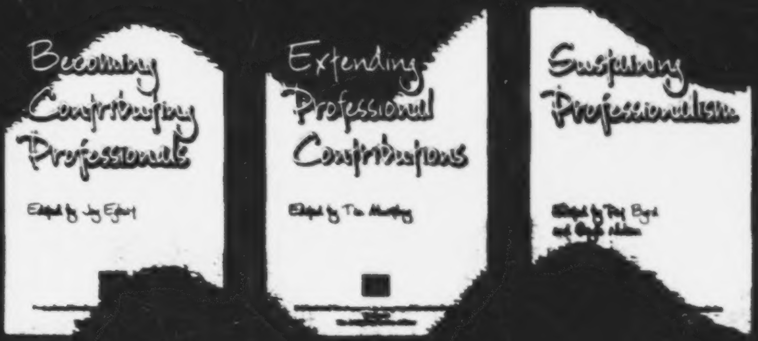
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A Conjecture Second Langu

Stephen Krashen argues that our "output filter" inhibits us from using the best accent we have

Scientists use the term "conjecture" when their generalization is based on such flimsy evidence that it does not deserve the label "hypothesis."[1] This is such a case. My conjecture is that accurate pronunciation in a second language, even in adults, is acquired rapidly and very well. We simply do not use our best accents because we feel silly.

Restated in more respectable terms, we have an "output filter," a block that keeps us from doing our best, from "performing our competence." This block is powerful and it is difficult, maybe impossible, to lower or weaken it with conscious effort. (The output filter differs from the affective, or input filter. The affective filter prevents input from reaching the language acquisition device. The output filter prevents us from using what we have acquired.)

Here is the flimsy evidence. Much of it is based on my own experience, but I suspect, after presenting these ideas to a number of audiences and getting reactions, that others have had similar experiences.

1. Variability: Our accents in second languages vary, depending on how we feel. We are influenced by the situation, especially whether we feel we are being evaluated. When I speak French to someone who doesn't speak English (or at least not very well), where there is no audience, and I am comfortable with that person, I must say that my accent is not bad. On other occasions I have been told that I speak French without a trace of a French accent.

Here is an example of the latter, an experience I hope some readers can identify with. I was visiting Ottawa in the early 1980's, meeting with former colleagues, discussing, in French, our work on sheltered subject matter teaching which had begun when I worked there a few years before. I was very comfortable with the group I was talking with; they included a close friend and my former French teacher. I was doing very well. While I was at the chalkboard, making a point, a stranger entered the room. My mind raced: This man is probably a native speaker of French, or at least much better than I am, and he probably thinks my French is terrible. My accent and fluency deteriorated immediately and involuntarily. In other words, my output filter went up.

One of the most accomplished polyglots in the world, Dr. Kato Lomb of Hungary, reports that she has had similar experiences. By age 88, Dr. Lomb had acquired 17 languages. I visited Dr. Lomb several times in 1996, and we spoke English (her English is excellent). On one visit, my wife and daughter came with me. Dr. Lomb remarked to me that she felt her accent in English had been better when we were alone. She explained that she felt quite comfortable with my wife and daughter, but the fact that she did not know them as well as she knew me caused a small amount of self-consciousness and hurt

n Accent in a
ge

her performance. Dr. Lomb is an enormously successful language acquirer and an experienced interpreter; if she feels the effects of the output filter, we can be sure others do.

2. Our ability to imitate other dialects of our first language, as well as foreign accents. Given sufficient input, we can all do these things to at least some extent. The point is that we do not, because we would feel uncomfortable doing so. The output filter holds us back.

I can imitate, to some extent, a British accent. I have acquired the rules for doing so subconsciously, and have no idea what kind of articulatory adjustments I am making when I do it. I do not, however, use a British accent when speaking to someone from London. My perception is that it would be rude, and even ridiculing, as if I were making fun of his speech, or as if I were representing myself as someone I am not.

Similarly, we can imitate foreign accents in our first language. Obviously, we do not do this in ordinary conversation. It would, we feel, be perceived as rude.

There are domains in which the use of these accents is permitted, in plays and jokes, for example. Even in these situations, however, their use is sensitive. In plays, dialects must be rendered very accurately, and in jokes their use can be demeaning.

Our ability, yet reluctance to use accents and dialects again shows that we do not perform our competence fully and that there are powerful affective forces holding us back.

3. The alcohol study. Guiora, Beit-Hallahmi, Brannon, Dull, and Scovel (1972) asked subjects to drink different amounts of alcohol after eating a candy bar. Not unexpectedly, they reported that subjects' short-term memory decreased with greater consumption. Accent in a foreign language, however, was best after subjects drank 1.5 ounces of bourbon. It was less accurate with both less and more than this amount of alcohol. There was, in other words, an optimal point of inebriation. As most of us know, alcohol has the effect of lowering inhibitions. My interpretation of these results is that alcohol lowers the output filter, at least temporarily. Too much alcohol, however, disturbs control of the speech apparatus.

> "Our ability, yet reluctance to use accents and dialects again shows that we do not perform our competence fully and that there are powerful affective forces holding us back."

4. Stevick's example. Stevick (1980) describes a Swahili class he taught at the Foreign Service Institute that had three students in it. One was at a significantly higher level than the others. When the top student had to drop the class, the number two student suddenly showed a dramatic improvement. My conjecture is that his output filter lowered, freed from the inhibiting influence of the better student.

continued p.16

from p.15

Discussion

To understand what factors are at work here, we need to consider what language is for. Sociolinguists tell us that language has two-functions: To communicate and to mark the speaker as a member of a social group. A part of language that plays a major role in marking us as members of a social group is accent. Accent has little to do with communication; we can communicate quite well in another language having acquired only some of the sound system. Accent tells the hearer who you are, where you are from, in some cases your social class, and in other cases your values. When we identify with the members of a group, we talk the way they do.

"A part of language that plays a major role in marking us as members of a social group is accent. Accent has little to do with communication; we can communicate quite well in another language having acquired only some of the sound system."

Beebe's review (Beebe, 1985) confirms this. We do not always imitate the speech we hear the most. Children usually talk the way their peers talk, not the way their parents or teachers talk. (In some cases, children do talk like their parents; these children identify with adult values, rather than those of other children, confirming that it is group membership that counts.)

My conjecture is that accent is acquired rapidly but is not performed, because we do not feel like members of the group that uses it; we are not members of the club (Smith, 1988). Either we do not wish to be members or have not been invited to be members. And even after we feel we are at least partly in the group, we can feel suddenly excluded, resulting in a stronger output filter.

If this conjecture is correct, it has interesting implications for pedagogy. Despite the numerous "accent improvement" courses available, there is no evidence that second language accent can be permanently improved by direct instruction (Purcell and Suter, 1980; McDonald, Yule, and Powers, 1994). (2) Even if we could improve accent through instruction, however, the effect might be harmful. Getting people to talk like members of groups they do not belong to may be similar to convincing someone to wear inappropriate clothing - a tuxedo at an informal lunch or a jogging suit at a formal dinner.

This conjecture does not suggest that all those with accents in their second language who live in the country where the language is spoken have failed to become members of society. In fact, it suggests the contrary. Most second language acquirers have good accents. Listen to them carefully. They are rarely perfect if they began the second lan-

Accent tells the hearer who you are, where you are from, in some cases your social class, and in other cases your values. When we identify with the members of a group, we talk the way they do. Photos: Lise Gagne

guage as adults, but they typically acquire an impressive amount of the sound system. They certainly do not speak the second language using only the sound system of their first language. The problem is that we usually make "all or nothing" judgments with respect to accent. Either it is native-like or "accented." In reality, many second language acquirers acquire substantial amounts of the second language accent. In addition, it is likely that we heard them under less than optimal affective conditions: with lower output filters, they would sound even better.

If this conjecture is correct, another conclusion we can draw is that only our "best" accents, produced under optimal conditions, should be considered when judging accent quality or when discussing the limits of adult acquisition of pronunciation. ■

Stephen Krashen is a professor of Education at the University of Southern California, Los Angeles. Dr. Krashen is the author of more than 250 articles and books in the fields of bilingual education, neurolinguistics, second language acquisition and literacy.

Notes

(1) An earlier version of this paper was published in Z. Lengyel, J. Navracsics, and O. Simon (Eds.) 1997. *Applied Linguistic Studies in Central Europe*, vol 1. Department of Applied Linguistics, University of Veszprem, Hungary.

(2) There have been reports claiming that pronunciation can in fact be taught. In all cases, however, subjects were focused on form during the training and testing, and had sufficient time to apply what they learned. In other words, all conditions for the use of the conscious Monitor were met (see e.g. Krashen 2003 for a similar interpretation of research on grammar instruction). Moreover, gains were either not present or extremely modest. In Derwing, Munto and Wiebe (1997), adult speakers of ESL participated in a 12-week course that emphasized global factors, such as stress, intonation, and rhythm. Both the pre- and post-test involved reading a list of sentences aloud, a condition that certainly conforms to the condition of Monitor use. The test was given immediately after the course ended. For true sentences ("Italy is a country in Europe.") there was no change in accent, as judged by native speakers of English. For false sentences ("Spaghetti grows on tall trees."), there was a slight improvement, from 6.1 to 5.4 on a 1-9 scale. Derwing, Munro, and Wiebe (1998) compared adult ESL students who had no training, segmental training and global accent training over 12 weeks. They reported that all groups improved their accents on a sentence reading task, similar to the one used in their previous study; raw data, however, was not provided so it was impossible to determine the degree of improvement. None of the groups improved on a task in which subjects had to produce a narrative (describe a picture). The research, in other words, only shows that a bit of pronunciation can be consciously learned; it provides no evidence that this learning becomes truly acquired competence.

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Kweku M. Smith suggests conscious strategies for ESL teachers to make the most of students' existing literacy skills and knowledge of content areas

Capitaliz
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"What goes on in the learner's head is dramatically influenced by what is already there."

- James Spencer

Academic achievement for second language learners can be promoted by imaginatively connecting expository comprehension. The curiosity leading to the presentation of instructional strategies centers on what the teacher does during instruction and on student activities (what the students do during instruction). The critical discussion of reading in the content areas here is curiously framed in the broader context, thus providing a comprehensive program for ESL students. In all grade levels, the academic and symbolic demands of constructing meaning from material creates issues of language as we know it, literacy as we know it, and access for teachers to infuse the core curriculum, particularly for teaching and learning. (See Cummins' discussion of cognitively demanding; also see Wink, Critical Pedagogy: Note from the Real World, 2002, on conscientization, or recognizing that we know that we know.)

The goals of this article are to increase understanding of instructional strategies that impact on reading comprehension in the content areas for ESL students; to provide insight into the development of comprehensive instructional programs for linguistically and culturally diverse students, and to suggest instructional strategies for teachers and student activities during instruction.

Developing an Instructional Program for Literacy

Vast differences exist in ESL students' levels of prior schooling and the opportunities they have had to develop high-level language and literacy in the home language. The family backgrounds of students also differ in terms of socioeconomic status, conditions under which they emigrated, degree of contact with home country, and parents' expectations for their child's academic achievements. Critical factors inlcude ESL students' interests, habits, and attitudes toward the acquisition of English. Acculturation, accommodation and assimilation also may play a role in creating diversity among students (Ovando & Collies, 1985).

A positive communicative environment is created when teachers obtain as much cultural, linguistic, and factual information as possible about the diverse student populations that they serve in the classroom. Cultural sensitivity and caution must be exercised, however, to ensure that students' background profiles do not turn into a negative self-fulfilling prophecy. For example, teachers should not approach or engage their students from disadvantaged socioeconomic back-

grounds who have had little education in their native countries with the assumption that it will be difficult or impossible for them to learn (Ogbu & Matute-Bianchi, 1986; Skutnabb-Kangas & Toukomaa, 1976, and California Department of Education, Teachers Performance Assessment).

Teachers should consider developing strategies in Instructional Planning, Student Activities, and Progress Monitoring based on academic content. For example:

- Instructional Planning: The teacher presents to the whole class a comprehensive "picture" of the beginning of the Gold Rush by reading excerpts from biographical sources and leads a whole-class discussion. The teacher reads textbook passages (between students' silent and oral reading), and leads discussion about the concepts in the passages. The students are then asked to respond in writing to the questions in the book for homework, and to "send" a letter to a classmate for review. Students will then discuss the letter with their partners.
- Student Activities: Students listen to excerpts from biographies and participate in classroom discussions; later they complete written responses to questions in the textbook for homework. In addition, students listen to mock interviews and participate in class discussion. Groups of students work to select a character from the biographies previously covered; the group members create and write the script for an interview with the character and perform the interview for the entire class. Students then provide feedback to other groups.
- Progress Monitoring: The teacher uses class discussion, written responses to questions, group role-playing or interviews, and a letter describing how life has changed for them. Students receive oral feedback from the teacher, peer review and feedback on group work, as well as individual conferencing with the teacher when needed.

Language Focus Lessons

Language focus lessons (Gibbons, 1993; Herrell, A. L., 2000, p.95) are lessons in which the focus is on English vocabulary and usage, rather than the curricular content. These lessons may involve exploration of content such as math, science, or social studies, but the focus of the lesson is on the language being used rather than the content itself. The language selected for language focus lessons is based upon teacher observation and knowledge of the language forms and functions that give English language learners difficulty.

To prepare the lesson, observe your students and take notes on the types of language they tend to misuse, then plan time to work with small groups of students who have the same types of needs for direct instruction in language usage. It helps to gather realia, visuals and ideas for hands-on demonstrations of the language usage to be taught. Once in class, introduce the vocabulary and model its use, simultaneously using the language as you model. Give several examples for each term so that students can see when and how the language is used. Give the students an opportunity to actually perform or model a hands-on movement or activity as they use the focus language, and design an activity that allows you to observe the students' mastery of the English language.

"Give the students an opportunity to actually perform or model a hands-on movement or activity as they use the focus language, and design an activity that allows you to observe the students' mastery of the English language."

Teachers' Role Regarding Students' First Language

Success in a second language in academic settings depends greatly on the language and literacy skills acquired in the first language (Cummins, 1989; Thonis, 1981). Programs that enable students to acquire initial literacy in their first language or to expand on literacy development already begun in the home country are often most effective using the mother tongue as an incentive. Students who have developed strong linguistic knowledge in their own languages bring a broader range of skills and concepts about language to the task of acquiring English. In addition, with an appropriate focus on the use of the first language, parents can assume a larger participatory role in their own children's education.

In first-language programs, consideration should be given to the following questions:

1. Is supplemental reading material available in the first language for students to use in research projects, recreational reading, and other independent reading?
2. Do students have the opportunity to apply their first-language literacy skills by

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reading in the content areas?

3. Are students being given the message that bilingualism is an asset, and that English is to be added to their existing language skills?

In areas where large numbers of students speak the same native language, it is sound and feasible to provide concept instruction in that language. When this is not possible because of a lack of bilingual teachers, it is still advisable to provide some primary-language support in the content areas for newly arrived ESL students. This may take many forms and factors: for example, use can be made of teacher assistants and other paraprofessional help, peer or cross-age tutors and community volunteers, and materials can be printed in the students' native language.

Concept Clarification in the First Language

In SDAIE (Specially Designed Academic Instruction in English) classrooms, students are afforded opportunities to learn and clarify concepts in their own language. Where possible, the teacher provides first language resources (print material, electronic and personnel) that can help students with key concepts. While SDAIE teaching involves presenting subject matter in English, teachers continue to provide opportunities throughout the lesson for students to clarify their understanding using their first language.

Use of the first language is still a controversial issue and many teachers shy away from it on the mistaken belief (perpetuated by decades of language-teaching methodology that actively discouraged it) that if students use their first language, it detracts from their development of English proficiency. However, research continues to show that when students are able to use their first language, they make more academic gains in both content and language than if they are prohibited from using it (Collier, 1995). As Saville-Troike (1984) stated regarding the children in her study, "Most of the children who achieved best in content areas, as measured by tests in English, were those who had the opportunity to discuss the concepts they were learning in their native language with other children and adults" (p.216).

Instructional Conversation

To get the most out of instructional conversations, teachers should consider the following points:

- Arrange the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent schedule.
- Have a clear academic goal that guides conversation with students.
- Ensure that student talk occurs at higher rates than teacher talk.
- Guide conversation to include students' views, judgments, and rationales, using text evidence and other substantive support.
- Ensure that all students are included in the conversation according to their preferences.
- Listen carefully to assess levels of students' understanding.
- Assist students' learning throughout the conversation by questioning, restating, praising, encouraging and so forth.
- Guide the students to prepare a product that indicates that the goal of the instructional conversation was achieved. (Center for Research on Education, Diversity, and Excellence [CREDE], 1999).

Development of Language and Literacy in ESL

For speakers of other languages who do not receive significant first language instructions in English-speaking schools, it is particularly important to provide a print-rich material language development program in English. Children who enter the system without literacy skills, or those who will be dealing with print for the first time in English must be placed in contexts where they can comfortably construct meaning. English-development activities should be student-centered and continue building on the learners' interest, curiosity, and strengths. Teachers should consider the following critical questions when designing ESL programs:

1. Are second-language learners who are new to English given the opportunity to perform language tasks involving realistic or meaningful communication?

2. Do they receive understandable language and multi-sensory input throughout the day? 3. Do they engage in reading and writing for curiosity as well as for authentic purposes daily?

4. Are the reading selections at the appropriate level of complexity, based on the students' evolving language and literacy skills in English?

5. Are second-language learners encouraged to be curious and to take risks with language?

6. Do they have adequate access to challenging subject matter material and expository text delivered with a language-sensitive approach?

Expository Text Focusing

If you are a classroom teacher with no specialized training in linguistics, how do you present content texts to students who have multiple language and literacy backgrounds? Start by asking yourself some critical questions: How does any youngster come to comprehend and glean new information from text? Why are some students better with text material than others? What

Photo: [illegible] Cummings

"The critical focus will then be on what the students can do in terms of language tasks, and what the instructor can do to make the messages comprehensible and understandable."

has worked well for students I have taught in the past?

Create a list of effective or successful strategies you have used in your teaching career. Just as students who are acquiring English are adding English to an existing language base, teachers can build on their on their repertoire of successful instructional approaches. Purposeful consideration must be given to modifying these techniques to accommodate the wide range of second-language proficiency among the students.

The critical focus will then be on what the students can do in terms of language tasks, and what the instructor can do to make the messages comprehensible and understandable.

Teacher Delivery

In a language classroom, the focus must be on language and literacy development. In a content classroom, teacher and students are concerned with the subject being studied. In ELD classrooms, teachers and students focus on both language and content. Through modifications in their own talk, conscious attention to clarification, appropriate questioning strategies, and an understanding of when and where to deal with grammar and treat errors, teachers can provide a rich learning environment that promotes both language and content knowledge (Diaz-Rico, L., & Weed, K., 2002)

Analyzing Text

Content should be used purposefully for comprehensive conceptual development. It is critically important for all students to be exposed to a variety of educational experiences designed to connect facts and concepts as well as to broaden understanding of text constructs. Expository text must not be approached as "connected cover" in the course of a semester or academic year, but rather as one of the many tools used by the student to uncover new ideas, concepts, and information. When teachers suggest methods that are helpful in facilitating access to the content and have also proven to be effective with native-English speakers, their emphasis on concept development makes them particularly useful for ESL students. In the preliminary planning stage the teacher may find it useful to incorporate one or all of the following steps:

- Vocabulary role play (Herrell, A,. 1998) is a strategy that is used to encourage learners to connect their past experiences, the content currently being studied, and vocabulary that is new or being used in an unfamiliar way. Students are introduced to new vocabulary and given an opportunity to discuss and use the vocabulary in context through role-playing. Often several groups of students are given the same vocabulary and asked to write and perform skits in which the vocabulary words are used and demonstrated. Since the groups are likely to write and perform skits in which the vocabulary words are used in different contexts, the skits serve to show multiple uses of the same words. In this way, English language learners are given an opportunity to see or experience the vocabulary words used in context, as well as demonstrating several different contexts in which the words may be used appropriately.
- Key concepts and main ideas (Schifini, A., 1994). Revisit the work to determine key concepts and main ideas. Connect with your own subject or the school's curriculum guide or course of study. Look through the summary, chapter questions, and teacher's guide to refine choices. Keep in mind that many texts contain professional details—that is, facts teachers of the subject find interesting. If these facts are simply presented to students to be memorized without connection to concepts or referents that are meaningful to them, the information will not be retained for longer periods. Begin to consider how second-language learners can attain and use the concepts best, which is not necessarily the way the concepts were presented to you when you were a learner.

Building on Students' Background Knowledge

The reading process, simply stated, is one in which the reader brings his or her linguistic and world knowledge to connect and construct meaning. A key component for all readers is prior knowledge, existing knowledge or schemata. Several studies of second- language speakers and reading comprehension indicated that prior and existing cultural experiences are extremely important in comprehending text (Johnson, 1982; Steffensen, Joag-Dev, & Anderson, 1979). In many cases cultural origin of text plays a greater role in comprehension than language complexity (Johnson, 1981). Experienced teachers as well as teacher candidates should tap and focus the prior knowledge of all their students. Building a background, or inducing schemata, is particularly important for non-native speakers of English, especially those who have very low

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levels of English proficiency (Hudson, 1982). In general, research has shown that successful background-building activities involve one or multiples of the five senses; they integrate listening, speaking and reading, and are motivating. Begin with simple, straightforward activities that are easy to carry out.

Guided reading (Fountas & Pinnell, 1996) is an approach to teaching reading in a small group setting, while providing individual coaching. The students are taught in groups of four to six, all reading at approximately the same level. Teachers use running records to determine the students' reading levels, their use of cueing systems (attention to phonics, meaning, word order, sentence structure, and the relation of the text to the students' prior experiences). Running records also determine the students' use of self-correcting and their attention to self-monitoring of whether or not their reading is making sense.

A guided reading as we know it is a lesson that begins with a book walk, in which the students and teacher look through the book and predict what will happen. It then progresses through multiple readings of the book with students reading to themselves at their own pace. During this time, the teacher moves from child to child in the group, listening to them read and giving them coaching on decoding, self-monitoring, and comprehension strategies. This coaching is accomplished by asking the student questions like "Does that word start with a d?" or "Does that make sense?" The students continue to read until each child has been coached. Experienced teachers then conduct mini-lessons based upon the needs of the students identified during the coaching sessions. Teachers and students use this opportunity to discuss the story and determine whether or not the students need support in understanding what they have read. Vocabulary is discussed, clarifying and relating it to the story, the connections or the illustrations and the students' background experiences. Students in groups may engage in writing, phonics or other skills activities.

The guided reading approach is very appropriate for English language learners because of the focus on vocabulary encountered. They benefit from the language interaction and opportunities for verbal interactions. Because the English learners' needs may be different from those of native English speakers, the individual coaching provides the teacher with an opportunity to support their understanding, correct pronunciation, and clarify the meaning of words as well as misconceptions caused by reading in their second language (Herrell, A., 2000, p. 66).

Teachers of English-language learners need to remember to keep the learner's affective filter low. Affective variables relate to success in second language acquisition, and affective variables such as motivation, self-confidence, and common-sense should be encouraged in the classroom.

Teachers should also remember to teach ESL learners about the why and how questions. When reading complex text it is often useful to pause and ask who, what, where, when, why, and how. The crucial point: what goes on in the learner's head is dramatically influenced by what is already there. Knowledge is personal. To effectively promote learning, the teacher needs to know what the students already know and what is going in their minds, and must be able to ascertain when a student is having difficulty (Spancer, J. N., Winter 2001- 2002).

English Learners and their Future

The instructional approaches discussed are uniquely straightforward and critically connected to teaching and learning. They build on students' and teachers' strengths to enable them to interact with and construct meaning from reflective thoughts, common sense and notions about how we come to know language and acquire literacy. Most content involves the careful planning of both content and language objectives and the selecting, modifying, and organizing of materials and text that support those objectives. Objectives are critical and necessary to guiding teaching. For example, a lesson with a clear objective focuses instruction by concentrating on a particular goal and guides the teacher to select those learning activities that accomplish the goal. If the teacher is not clear on the objectives of a lesson, then it is difficult to assess student learning. Once objectives are clearly stated, then the teacher selects material that will help students achieve those objectives (Diaz-Rico, L., & Weed, K., 2002).

Experienced content area teachers already use some of these approaches. As they encourage even more interaction and thereby set up new social contexts in their classrooms, a greater number of students will be able to engage in acts of real literacy, as we know it—that is, purposeful, meaningful reading, writing, and reflection.

However, there is still much work to be done to ensure students are able to construct meaning and acquire new information from content area texts. In broad terms, consideration must be given to the following if we are to sustain academic achievement, particularly for second-language learners:

- research on various program designs that foster literacy and access to subject matter for linguistically and culturally diverse students,
- research and teacher training in the area of authentic assessment of subject-matter mastery,
- teacher training in the areas of first- and second-language and literacy development as well as reading in the content areas,
- the development and utilization of a wide range of print and visual materials in conjunction with expository text,
- the development of multimedia materials tied to core curriculum in several of the principal primary languages of our students.

With fully coordinated efforts of teachers, researchers, curriculum developers, policymakers, parents and community members, the goals of high levels of literacy and conceptual development for culturally and linguistically diverse student populations can be achieved. ■

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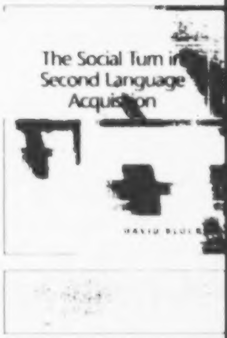

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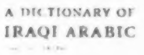

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SPECIAL REPORT

Steven Donahue investigates a revolutionary online writing program designed to help students master English language composition at the nation's largest college—Miami-Dade—in Florida

Updating the Blackboard

The venerable classroom blackboard, perhaps the last great innovation in delivering instructional content to students, no longer addresses a shortage of teachers, a lack of space, and a flood of students. But at Florida's Miami-Dade College—formerly Miami-Dade Community College—the blackboard is about to get a 21st century makeover. In an ambitious e-learning undertaking, Miami-Dade College is in the process of putting 540 hours of English as a Second Language (ESL) writing curriculum into self-contained language Learning Objects (LOs). The innovative project is being funded through a FIPSE (Fund for the Improvement of Post Secondary Education) grant.

There is a great need for this online language instruction, as Miami-Dade College (M-DC) has the largest ESL program in the United States, serving over 12,000 non-native English learners each year. The demographics at the College are daunting: 66% of M-DC students are Hispanic, with a significant Haitian Creole speaking population. These statistics cry for a way to leverage technology to meet the language learning needs of the community. Because writing is a critical skill in today's job market, the initial phase of the grant is concentrating on that skill by creating an "eWriting" program.

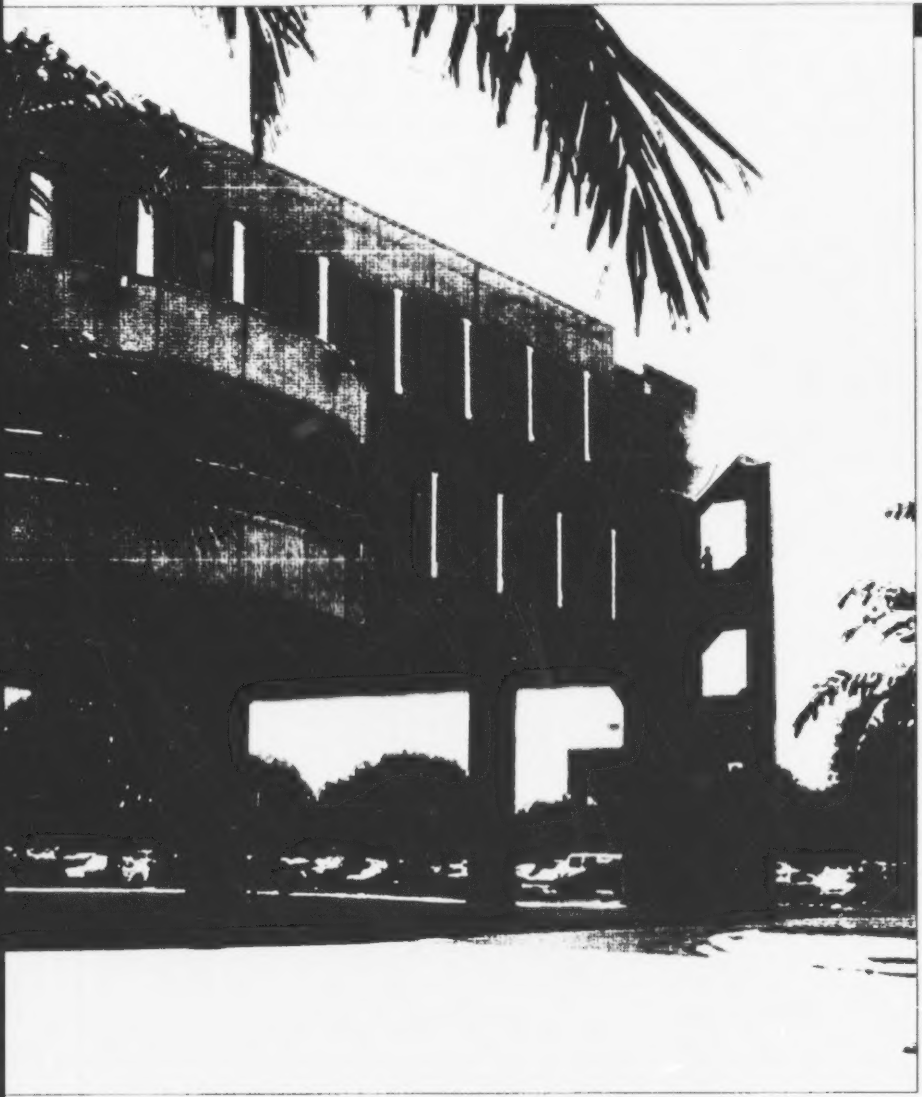
The overall goal of this eWriting project is to create a six-level, content-rich, interactive, online writing lab program. The writing objectives are the same as in the traditional classroom and reflect the proven techniques refined at the College over the last 30 years. The impressive faculty team assembling the LOs includes Endowed Teaching Chair recipients, national award-winning professors, published authors, international language consultants, teacher trainers, software designers, grant directors and more.

Learning Object Factory

Judith Garcia, chair of ESL and Foreign Languages at the Kendall Campus (and founding director of the Virtual College), is leading an effort to create a digital version of the ESL program. Her efforts are being funded by a three-year $500,000 FIPSE grant.

Garcia, describing the critical need for such innovation, says, "There is a need at the college for ESL students to have easy access (any time, any place) to interactive lessons to help them improve their writing skills. There has also been a need to acquire or develop online tutorials to reinforce the six levels of writing taught in our academic ESL program. "

Outlining the goals of the groundbreaking eWriting project, Garcia says, "We are creating a six-level, content-rich, interactive, online writing lab program that will consist of a repository of over 500 hours of Web-deliverable ESL Learning Objects (LOs). The



RE-INVENTING THE LEARNING WHEEL

content will include over 250 hours of ESL writing instruction and an additional 250 hours of instruction on WebCT (for students), basic computer skills, word processing, Internet skills, Web Links to reinforce the learning objectives in each LO, and study skills."

Creating the LOs involves a dynamic process, not necessarily just a static product. As Michaela Tomova, the eWriting grant manager, explains: "Writing the content is labor-intensive and the process is being refined at every step. With the help of curriculum design experts at the College, the writing teams outlined the table of contents, and defined the functional objectives and writing skills for each LO. These teams then develop the lessons; evaluate them against a comprehensive checklist to ensure that all components are included. At this point, the LO is piloted with students who complete a survey measuring level of difficulty, interest and length. When the writers get the feedback, they edit and revise their LOs, thus completing stage one of the materials development process—the content. The LOs are then submitted for on-line design and piloting."

The Learning Clock

The Learning Objects deliver the same set of writing competencies that are covered in the traditional classroom during a 45-hour semester, such as grammar, sentence skills, and paragraph development. The unique design of the one-hour LOs is captured with the concept of a clock face. At 1:00 students get a pre-test (recorded in WebCT, the entry point). At 2:00, the first step of a three-pronged lesson begins. Each lesson portion or step ends with a comprehension quiz, followed by an instruction break before the next step. By 11:00, students finish all three learning steps for the level, and take a review. Paralleling the content probed by the pretest, is a final post-test, to evaluate student progress on the LO. Students then exit and can take an assessment test before qualifying to proceed on to the next LO. (See Figure p.26)

Garcia defines the language LOs in these words, "For our project, a Learning Object is defined as a one-hour, self-contained, re-useable chunk of on-line instruction that teaches one discreet learning objective. An LO does not link out to other LOs, nor does it depend on other LOs for instructional purposes. It pre-tests student knowledge of the target concept, and at the end of the lesson measures learning through a post-test. Between those two tests, it presents the students with up to three chunks of instruction, each reinforced with self-tests and activities. The material is designed (through a careful selection of development tools) to appeal to all learning styles." But challenges

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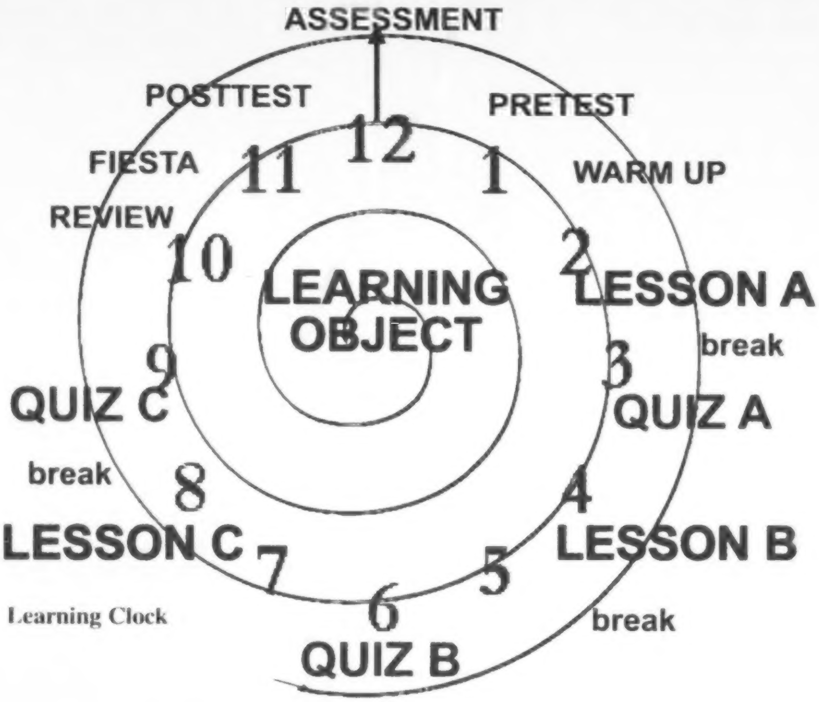
important goal of the project that we will be facing soon is to locate and incorporate an appropriate model for developing a taxonomy and attributes for selecting and cataloguing the language resources in our LOs so that they are SCORM (Sharable Content Object Reference Model) compliant."

Partners

Garcia notes, "Often the best advice comes from people who have 'been-there-and-done-that' and succeeded." And the College's FIPSE grant is supported by a consortium of partners in developing the language learning objects, and is guided by an Advisory Board, who ensure that the project fulfills its goals and objectives and disseminates the project outcomes. These FIPSE grant family includes: Lucia Ribeiro, director of the Foreign Language Lab at Kennesaw State University in Atlanta, Georgia, who has successfully developed cutting edge language programs; Ms. Xueying Wang, Language Technology director of the Krieger School's Language Laboratory at Johns Hopkins; Dr. Nitza Hernandez, executive director of HETS (Hispanic Educational Telecommunications System; David Newman ,director of Adult and Community Education Markets for Plato Learning; Dr. Barry Greenberg, grant evaluator and president of Feedback Technologies, Inc.



Learning Clock

"Often the best advice comes from people who have 'been-there-and-done-that' and succeeded."

Tools

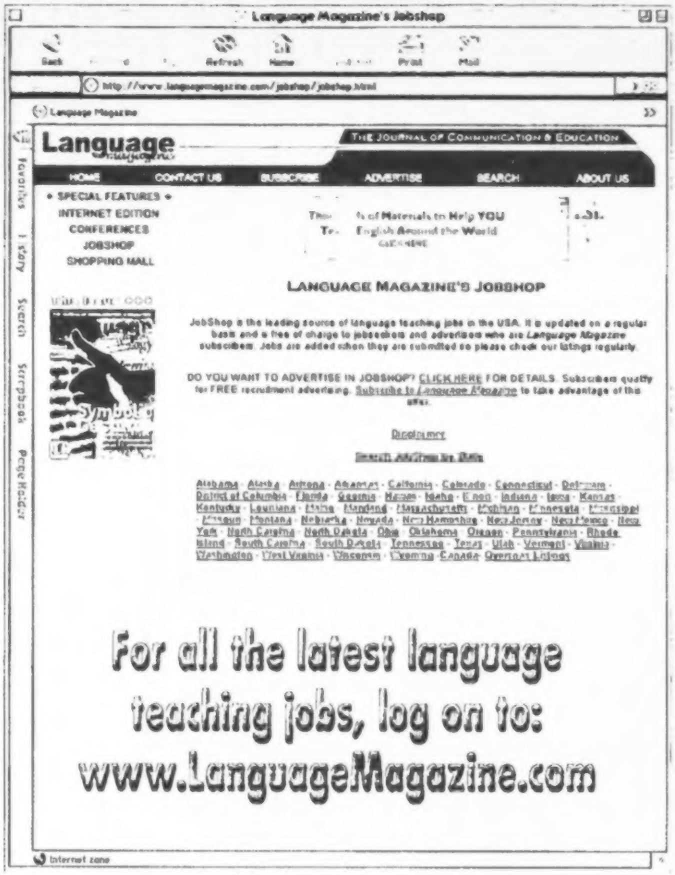
Exactly, how do you teach writing online? In the classroom, teachers go down a checklist of "competencies" that they must cover during the course of a semester. For example, at level 1, writing students should have mastered Compound Sentences (but, and, or, so) and high-frequency irregular verbs (eat, do, get). According to Marie Nock, director of College Training and Development (CT&D), the goals of the eWriting grant are to convert these same classroom competencies into online content that is "engaging, interactive, assessable, and adaptive to a variety of learning styles. In a word—robust."

(Table 1 presents the software tools and the learning styles they address.)

Table 1: LO Tools & Learning Styles

Tool	Description	Produces Activities Appealing to These Learning Styles:
Wimba	Oral threaded discussions, voice e-mail and more	Auditory/Verbal
Impatica	Compresses PowerPoint for streaming over Web	Visual/Non Verbal Auditory/Verbal Tactile/Kinesthetic
Impatica on Cue	PowerPoint with instructor video dialog	All learning styles
Camtasia	Produces videos from anything displayed on desktop	Auditory/Verbal Visual/Non Verbal Visual/Verbal
Hot Potatoes	Multiple choice questions	Tactile/Kinesthetic
Quandary	Branching logic instructional	Visual/Non Verbal Tactile/Kinesthetic
BlueGLAS	Development tool for creating online content for language instruction	All learning styles
ToolBook	Software construction program to create object-oriented programs	All learning styles
FrontPage	Webpage and Web site development tool	All learning styles
Dreamweaver	Webpage and Web site development tool	All learning styles
WebCT	Learning Management Software for Web delivered courses	All learning styles
iGLAS	Learning management software for Web delivered language content	All learning styles
Snagit	A screen capture utility that copies anything on screen.	Visual/non-verbal
Animation Factory	Graphics and animation: royalty-free (with subscription and credits)	Visual/non-verbal
Partners in Rhyme	Royalty free (with subscription) music loops and sound effects	Auditory/verbal
Flashlight	Web-based system for creating surveys, gathering responses, and analyzing data.	N/A

continued p.28



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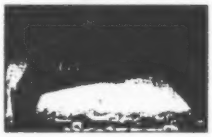

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from p.26

To create such robust content, the College has adopted a variety of tools to create its own homegrown LOs. Tools employed range from the simple sound recorder available on every desktop, to Impatica, which reduces the size of a PowerPoint up to 90% for easy Web delivery, to sophisticated authoring tools, such as BlueGLAS.

Instrumental to the project are Wimba's products: voice e-mail, voice boards and voice presentations. Voice e-mail allows interaction with students, the voice discussion board inspires students to post voice messages, and the voice presentations allow instructors to easily deliver their lectures over the Web. (See Table 2, below, for a full list of software.)

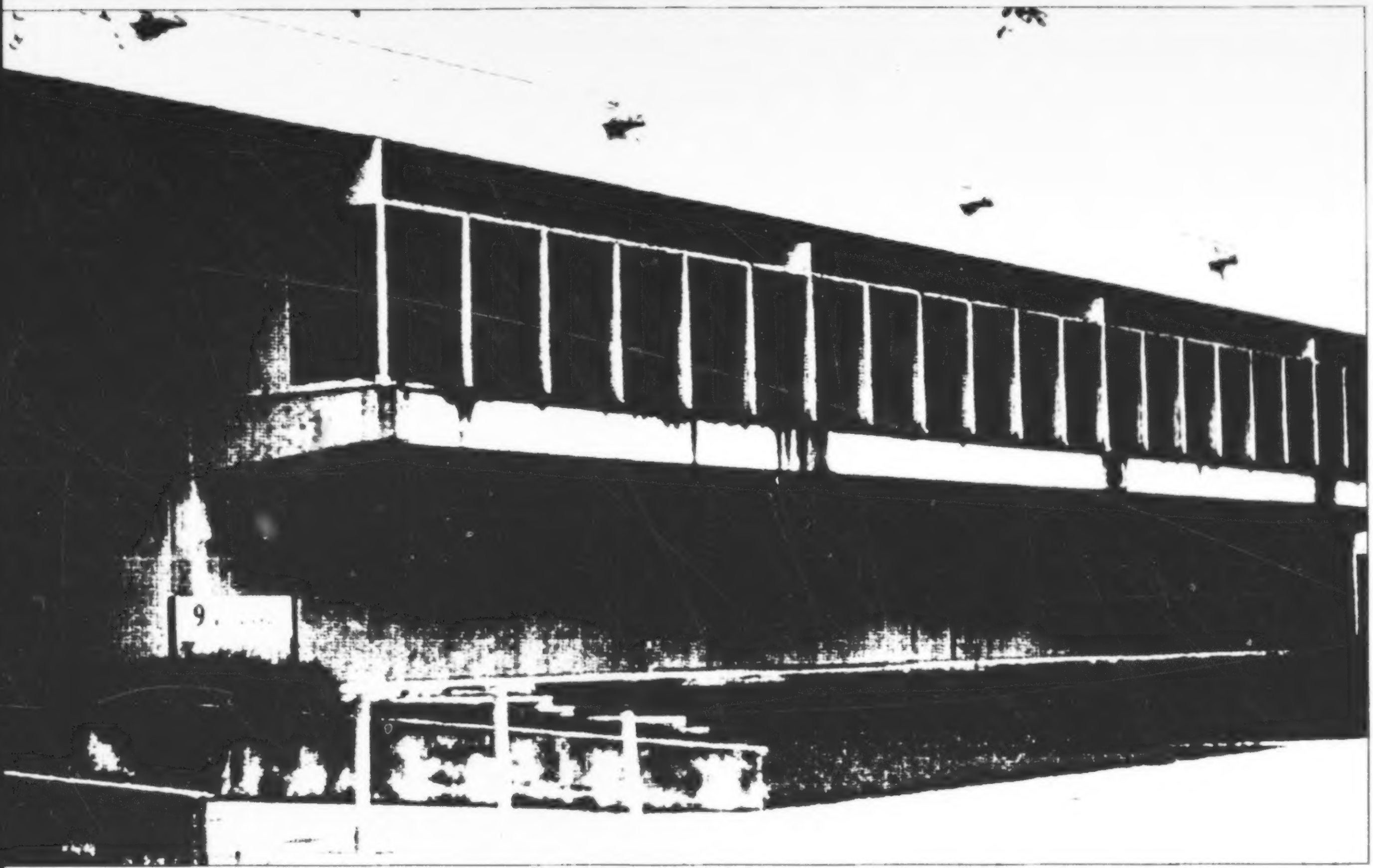
Learning Wheel in Motion

Helen Roland, an ESL professor at M-DC and a level 5 & 6 content developer for the program, shared her thoughts of how the computer training workshops and content writing has enriched her as an ESL teacher and professional. She and her partner, Paula Sanchez, are close to completing the content of level five and incorporating their design

Judith Garcia (above) and K Building (right)

Table 2: Software Tools and Links

Wimba	A threaded message board in which users click on message titles to hear messages and speak into a microphone.	http://www.wimba.com
Impatica	Converts PowerPoint into a 90% compressed format optimized for streaming over the Internet.	http://www.impatica.com
Impatica on Cue	Enables synchronized video and PowerPoint presentations over the Web.	http://www.impatica.com
Hot Potatoes	The Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web.	http://web.uvic.ca/hrd/halfbaked/
Quandary	The Quandary is an application for creating Web-based Action Mazes.	http://www.halfbakedsoftware.com/quandary/
BlueGLAS	An easy-to-use multilingual presentation and courseware authoring tool that integrates multimedia, multilingual text, interactive feedback, extensive record keeping all within a WYSIWYG GUI.	http://www.blueglas.com
Camtasia	Record screen activity in real-time, assemble rich presentations with special effects, and deliver using the most versatile media options available – from CD-ROMs to interactive Web (Flash) content.	http://www.camtasia.com
Snagit	SnagIt is a screen capture utility that allows you to capture an exact copy of anything that appears on your Windows screen. SnagIt provides over 40 different ways to easily capture images, text, video and more from your PC.	http://www.snagit.com
ToolBook	Gives developers and instructional designers the most comprehensive desktop authoring solution available. Its powerful features create professional, standards-based software simulations and interactive content.	http://home.click2learn.com/en/toolbook/index.asp
WebCT	The world's leading provider of e-Learning solutions for higher education.	http://www.webct.com
Flash	Macromedia Flash MX is the solution for developing highly visual interactive content and applications	http://www.macromedia.com/software/flash/
Dreamweaver	Rapidly develop Internet applications for the latest server technologies.	http://www.macromedia.com/software/dreamweaver/
FrontPage	Build exactly the site you want with FrontPage version 2002, the Office Web site creation and management solution.	http://www.microsoft.com/frontpage/
Flashlight	Online surveys to evaluate learning objects	http://www.tltgroup.org/programs/flashlight.html
Animation Factory	Animated gifs and stills.	http://www.animationfactory.com
Partners in Rhyme	Royalty/copyright free sounds	http://www.partnersinrhyme.net



"Professional growth has been an unexpected but welcome 'perk' from working on this project."

ideas from the point of view of linguists and "techies"—an invaluable help to the future work of professional designers. They have also created their very own template for the online site map that could be adopted in future eWriting design. Roland observes, "As project writers, we've not only developed quality instructional materials, we've also developed as ESL teachers. We've been well equipped through many excellent training workshops and have been given the time necessary to implement skills acquired from that training. Professional growth has been an unexpected but welcome 'perk' from working on this project."

Another unexpected outcome of the grant training aspect has been the enthusiasm for teaching with technology that it has generated in the faculty involved in the project. Dr. Marcia Cassidy, a professor in the ESL/Foreign Languages Department and a level 4 writer for the FIPSE grant, has recently begun to introduce part-time colleagues to WebCT, the tool selected to deploy the final grant product at the College.

Human Touch

While technological savvy is pivotal to a teaching-writing-online program, the human element is also stressed by the FIPSE group. Networking is key, as Garcia stresses, "Producing a product of this scope could not be done without strong administrative support from the College, such as Marta Junco-Ivern, associate dean of the School of Arts and Letters, Kendall Campus, M-DC, who is our expert consultant on project issues. We also rely heavily on the dedicated support of College Training and Development (CT&D) staff and the College's Learning Resources Departments for guidance and training throughout the project. From past experience, we know that it is only with their support that the program can achieve its goals."

All learning revolutions meet institutional inertia, but the FIPSE group has cultivated an inclusive philosophy to overcome it. The college-wide "buy in" to teaching in a new way is helped by the enthusiasm of early innovators. One of the tireless pioneers of e-learning and of FIPSE's goals is Rhonda Berger, director of Technology Training, Kendall Campus, who has been supporting the project from its outset and devoting much of her time and energy to organizing and leading training sessions specifically designed to meet the needs of the eWriting project. As Garcia observes, "Thanks to Rhonda and CT&D as a whole, all the latest technologies available to the College become immediately accessible for the project staff and writers, as well as college-wide."

In initial test pilots, students and faculty have reacted favorably to the new learning revolution. The team spirit of the FIPSE group is strong, and they have no doubt that they are embarking on a revolutionary project. Hopefully, the outcome will be a 21st Century blackboard: one which leverages the productivity of language learning as significantly as the invention of the wheel did for physical transportation. ■

For further information on M-DC's FIPSE program:
http://www.mdcc.edu/users/mtomova/fipse/fipserevision-suggestions.ppt
For further information on FIPSE :
http://www.ed.gov/offices/OPE/FIPSE/
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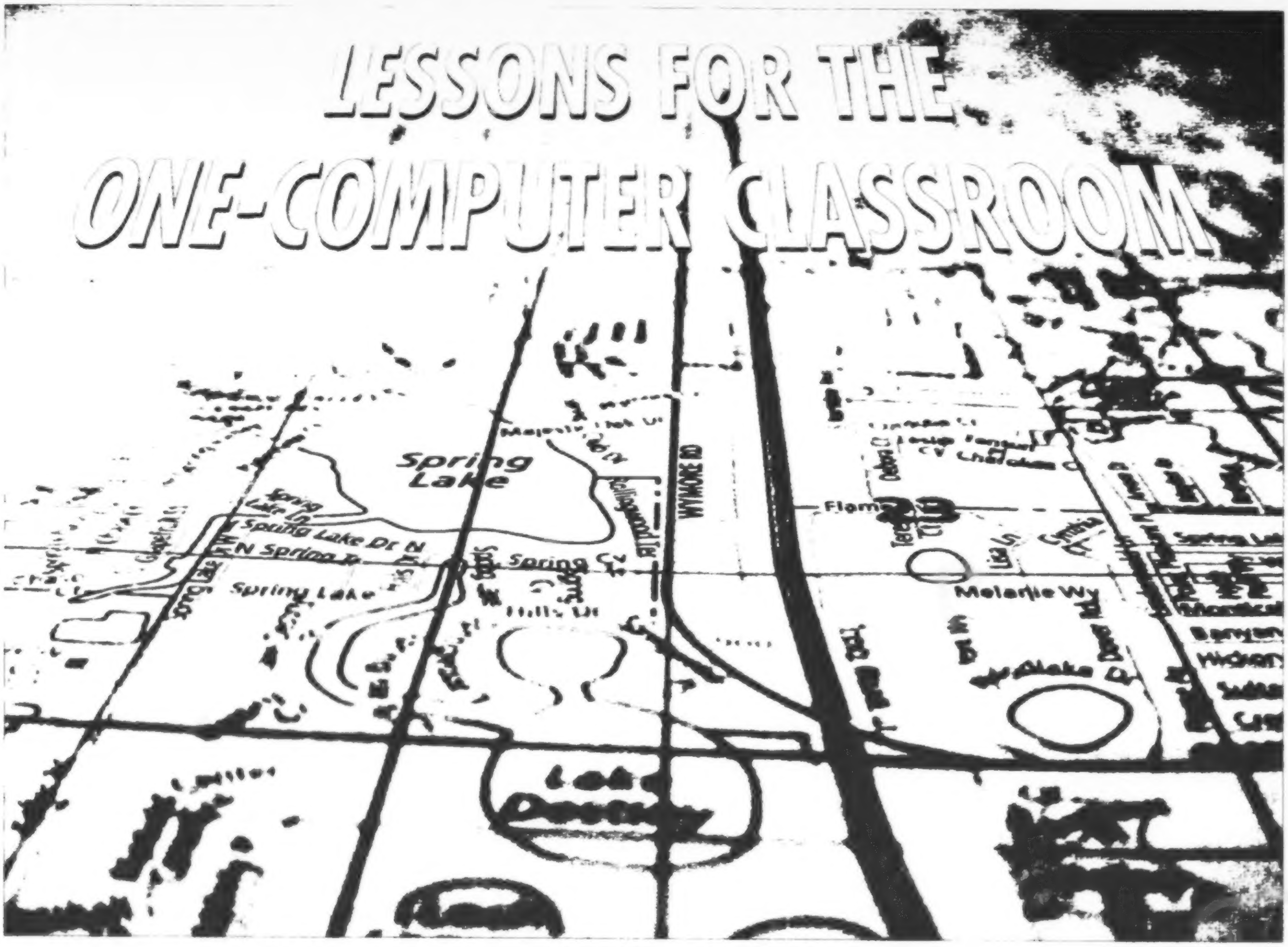
Steven Donahue is features editor of *Language Magazine*.

LESSONS FOR THE ONE-COMPUTER CLASSROOM



A regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their particular platform. For the purposes of this column, minimal computer skills means the ability to create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Project #23 Location, location, location!

Students use *Microsoft Publisher* and ClipArt to create a map of a community. They use the map to practice describing the locations of different places or asking for and responding to questions about location or directions to a location. The map can also be used to introduce new vocabulary the students will need, or provide opportunities to review or reinforce previously learned vocabulary and structures.

This project is excellent for beginning high and intermediate ESL students. Creating the map doesn't involve a lot of English practice in and of itself except for labeling the streets, but the real practice comes in the oral stage, when students can work in pairs or groups to ask and answer questions about the different places on the map, or give directions to their partners or other people in the group to follow to a destination.

Step 1) Prepare a "community map" that students can view as an example. The model for this project should look something like illustration 1 (on p.32). You create the model from scratch using the different "tools" in *Microsoft Publisher* and ClipArt from *Microsoft Office* or any other source.

Step 2) Introduce the project by showing your map to the whole class on the classroom projection system or by holding up a print version. Model asking and answering questions about the map (you can play both roles or enlist a student for this).

Step 3) Discuss the importance of being able to give and understand the accurate locations of a building or place and of being able to give and understand directions to arrive

continued p.32

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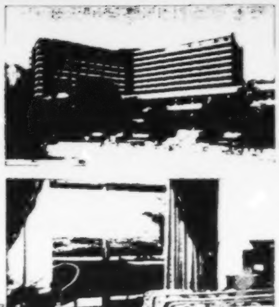

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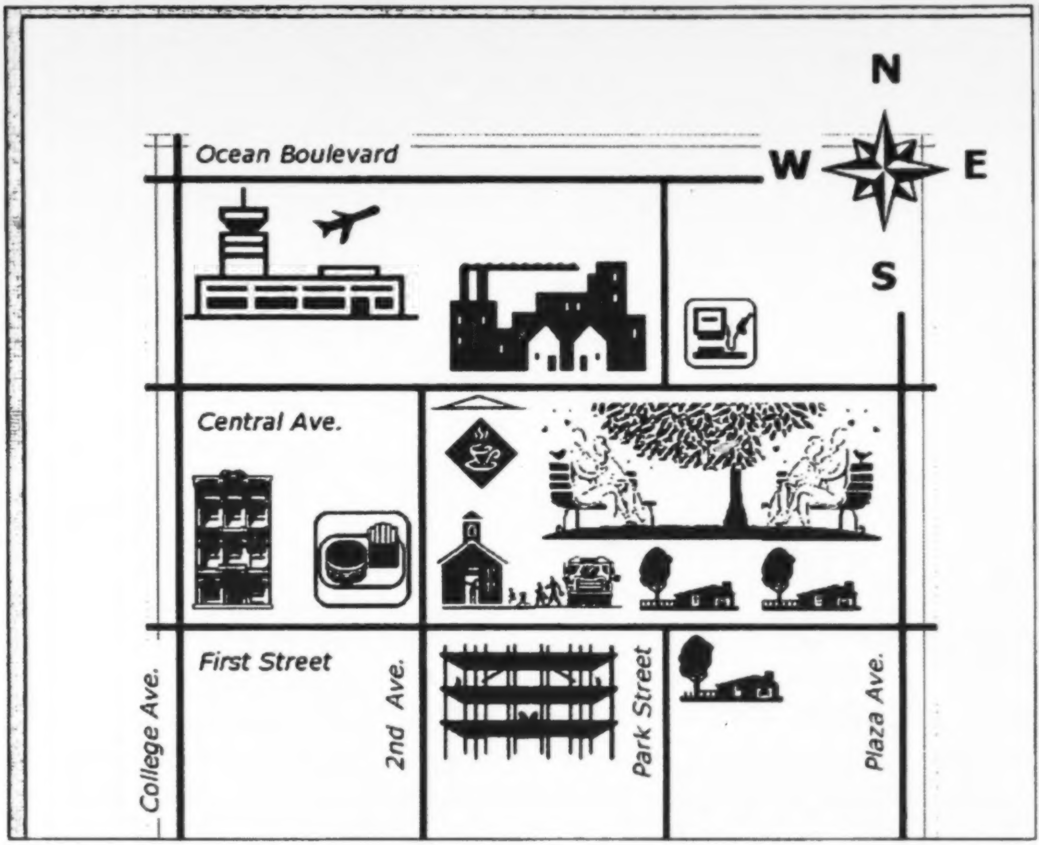
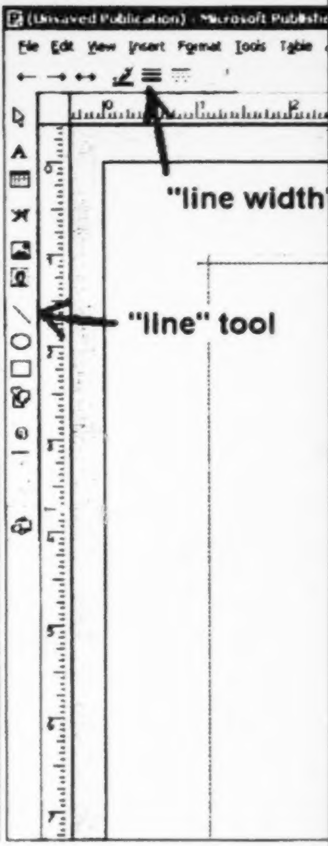



(Unsaved Publication) - Microsoft Publishe
File Edit View Insert Format Tools Table
"line width"
"line" tool

from p.30

at a desired location.

Step 4) Introduce or review basic operations and functions in Microsoft Publisher. Demonstrate how to use the different tools to draw lines and how to insert text to label the streets. Review replacing text, changing font sizes, saving a document, rotating the text 90 degrees for the "vertical" streets and other necessary procedures. Repeat all of the actions several times. Have students call out the steps of the process as a comprehension check before assigning a student or students to the computer to work on their own schedules.

Step 5) Students work on their individual projects.

Step 6) As students complete their work, check the final product and save it before printing it.

Step 7) Review appropriate language, vocabulary, and grammatical structures for describing a location and giving directions.

Step 8) Students work in pairs or groups to discuss their maps and practice giving directions to locations and understanding directions to different locations.

Steps for creating a map from scratch in *Microsoft Publisher*

Step 1) Start *Publisher*. The "*Microsoft Publisher* Catalog Wizard" starts up automatically. Click on the "Blank Publications" tab and then again on the default "Full Page" option and then again on "Create". A new blank page will appear.

Step 2) Start to build your map by using the "straight line" tool. Click on the tool, click on a "start" point on the map and drag the cursor to an "end" point. When you lift your finger line will be created between the two points (see illustration 2, above middle).

Step 3) Place streets at regular intervals running vertically and horizontally. Once you've drawn one line, you can either repeat the process in step 2 as needed, or highlight the line by clicking on it and then copying and pasting the copy in the new locations.

Step 4) Use the "text" tool to label the streets. Use the "rotate" tool to rotate the names if you want them to run up and down the page next to the "streets". See illustration 3 (above, right)

Step 5) Add "locations" to the map from ClipArt illustrations. Click on Insert/Picture/From ClipArt and look for suitable images. Black and White pictures work best. Shrink each picture to the correct size by clicking on a corner "handle" and dragging it as appropriate. The North, South, East, West compass is a ClipArt image with text letters added at the four points.

Step 6) Fill in the quadrants formed by the intersecting "streets" with as many images as necessary. Save and print the map when finished.

To save time, you can create a "model map" for all of your students to use. The model map would only have the streets and street names completed. (You create the model and save it.) The students start with the model and save it with their own name, for example, "BarryMap". The students would only have to find and insert the ClipArt images to fill in the various locations. This is a good timesaver, but the students will miss some of the experience of creating the map from start.

Sample Conversations

Student A: Is there a park in the neighborhood?

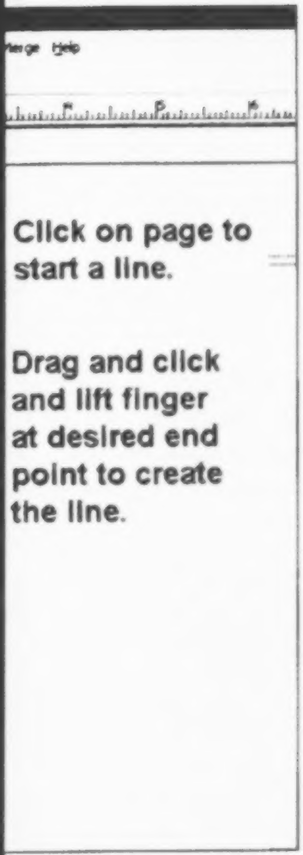
Student B : Yes, there's a park on the southwest corner of Central Avenue and Plaza Avenue.

Student A: Where is your house?

Student B: It's on the north side of First Street between 2nd Avenue and Plaza Avenue.

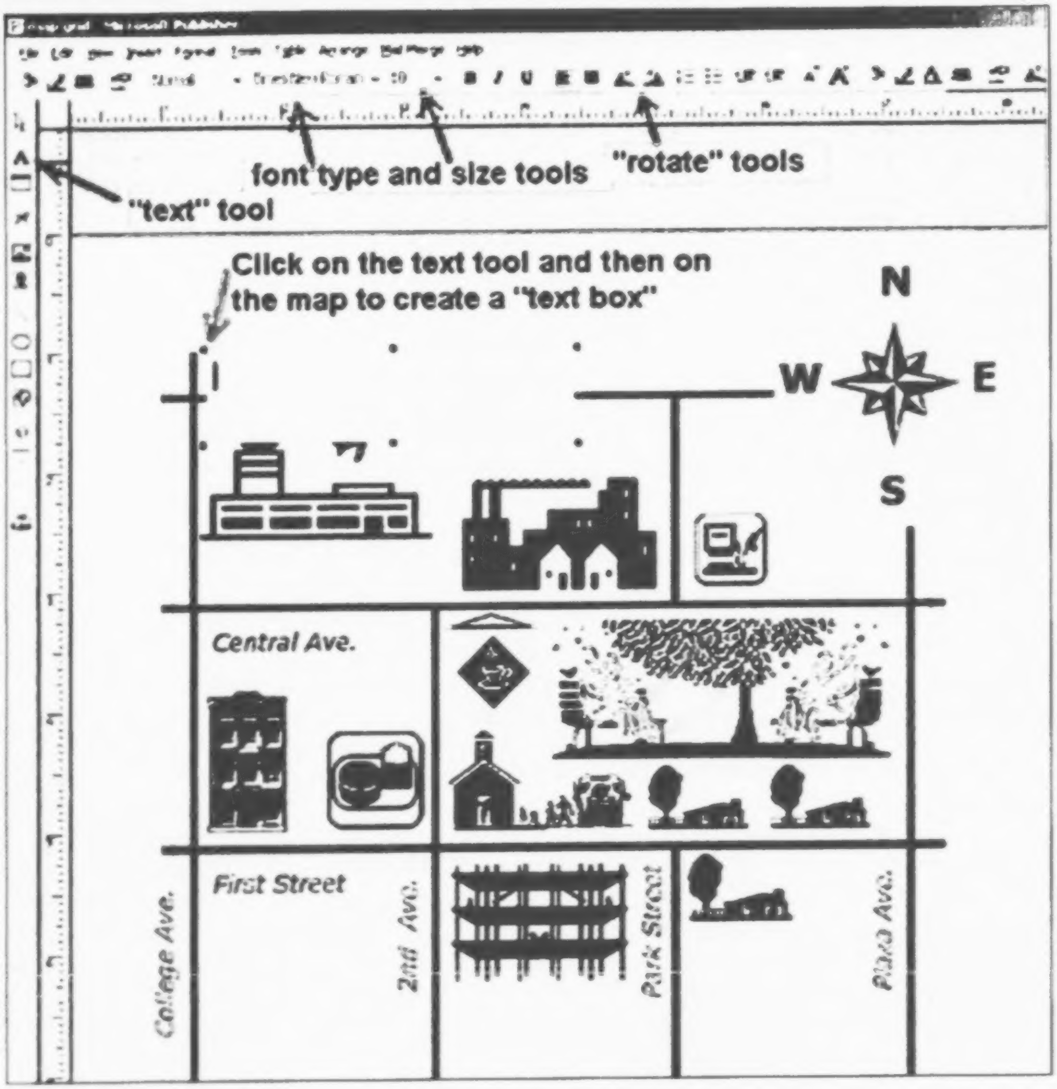
Student A: How can I get to the airport from here?

Student B: Drive west on First Street for



Click on page to start a line.

Drag and click and lift finger at desired end point to create the line.



font type and size tools

"rotate" tools

"text" tool

Click on the text tool and then on the map to create a "text box"

Illustration 1 - left
Illustration 2 - middle
Illustration 3 - right

three blocks and turn right on College Avenue. Drive north on College Avenue. You'll see the airport on the right.

Tips for working with computers and beginning students (individually at the computer or in groups)

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes. Remind more advanced students to save their work themselves.
- Be patient since beginning students are also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a folder to help you organize the completed projects. For this project, call the folder "Student maps". As each student finishes, save the project in the same folder. You can also create a "Map booklet", which is simply one document with all of the students' individual maps pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. ■

Barry Bakin is an ESL teacher and teacher advisor in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center and trains ESL teachers to integrate computers into ESL instruction.

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Opening Doors: Reading and Writing Activity Book
Linda Ventriglia, Ph.D Intensive English. Level 2. Santillana USA Publishing Company, Inc, 2002.
Vocabulary Enrichment Workbook
Linda Ventriglia, Ph.D Intensive English. Level 2. Santillana USA Publishing Company, Inc, 2002.

HAVE YOU EVER heard about Santillana Intensive English that was designed for K-6 students based on the standards of English language development? Would you like to teach your students good standard English? This textbook is perfect for this aim.

It is designed to teach K-6 ESL students, and it is also appropriate for any elementary and intermediate EFL students. The author's goal is to help students acquire social and academic English skills through content-based instruction. The textbook contains listening, reading, speaking, and writing sections and meets English Language Development Standards. Very easy to use, it is intended to help ESL learners to improve their language skills in an integrated skills manner.

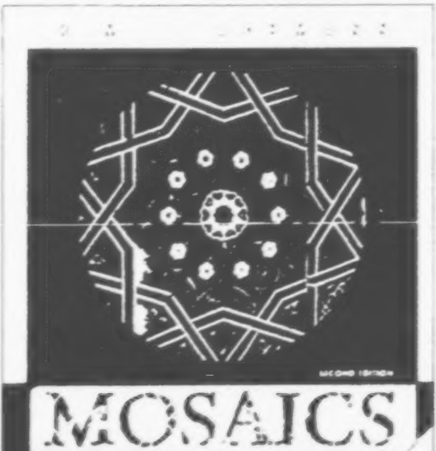
The textbook focuses on the development of students' vocabulary to communicate successfully in everyday life. Through twelve thematic units, students can learn different English language skills along with the vocabulary, and they are encouraged to compose sentences, paragraphs and then narrative writings using the new vocabulary.

The material of the textbook is thoughtfully structured and well-organized, with learning based on students' collaborative activities. By sharing their experiences and opinions orally and in a written form, it provides students with the opportunities to learn English from their peers. Spelling exercises, flashcards with pictures, writing letters and stories, reading poetry, practicing grammar in writing and oral communication with peers, narrative and descriptive writing, reading comprehension exercises all make the learning of English systematic, structured, motivating, and ultimately effective. The material can be used either by itself or with audiotapes for pronunciation skills. The topics for writing assignments and of reading passages are of high interest for the intended audience with authentic language. The students are able to learn about the U.S.A. and other countries through reading and discussing some cultural issues.

The textbook is easy to use for beginning or experienced teachers as it gives instructions regarding ESL standards which they can easily follow as they adapt the material to their classrooms, according to different levels of language acquisition. Step by step, students will acquire basic English language skills quickly with the help of this well-organized material, the teacher, and their peers. ■

Olga Savva is an EFL teacher at Birobijan State Pedagogical University, Russia and a MA candidate at California State Polytechnic University, Pomona. Her research areas are vocabulary development, oral skills development, and the teaching of English to Asian students.

BUILDING BEAUTIFUL LANGUAGE MOSAICS



Mosaics: Focusing on Paragraphs in Context. **2nd Ed. Flachmann, Kim. New Jersey: Prentice Hall, 2002. 744 p. ISBN: 0-13-016313-9 $53.33**

A LOGICALLY organized collective plethora of information for students, *Mosaics: Focusing on Paragraphs in Context* will be very useful for intermediate students. It is the second in Flachmann's Mosaics series, which also includes *Mosaics: Focusing on Sentences in Context* for beginning students, and *Mosaics: Focusing on Essays in Context* for advanced students.

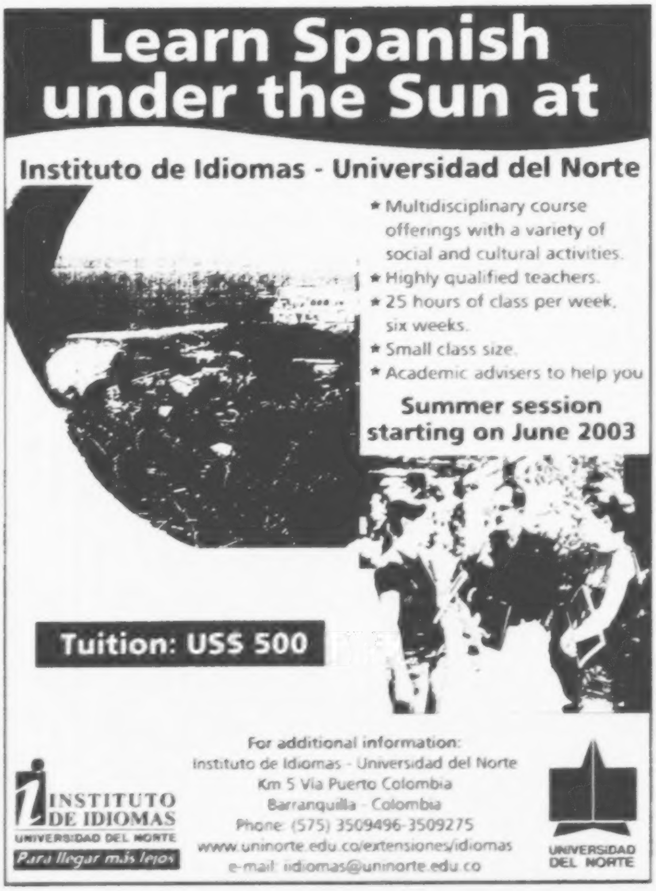
In *Mosaics: Focusing on Paragraphs in Context*, Flachmann begins with explaining the writing process, which is too often left out in writing texts. She includes a section entitled "Your Personal Writing Ritual" that will help students become aware of their writing environment needs. Often, the student's personal writing habits are not discussed in class, and students may be confused as to why they can't concentrate when the radio is on or why they need the radio on to produce good writing. Flachmann highlights the importance of finding what works for the individual and emphasizes that "writing rituals" are different for each person.

It is very helpful to have one text that covers everything from reading to writing, and mode of development to grammar. It is also cheaper for the students to purchase one all encompassing book then to buy multiple books, each only serving one purpose.

There is a very helpful companion website that the students can visit and to review the lessons given in class. For each chapter, there are "Objectives," a "Chapter Quiz," that features instant scoring and the correct answers are clearly and colorfully displayed. There is also an "Internet Activities" section for each chapter that gives specific instructions. For example, the activity for the chapter on "Fragments" directs students to a website where they read a paragraph, identify the fragments, and then rewrite the paragraph fragment-free. There is also a "Destinations" section that connects students to other websites if they need additional help.

This book is a dream come true for ESL instructors! ■

Angela Medina has an MA in TESL & Literature from Cal Poly Pomona University and teaches ESL at Mt. San Antonio College in Walnut, CA. Her research interests include reading comprehension and phonology.



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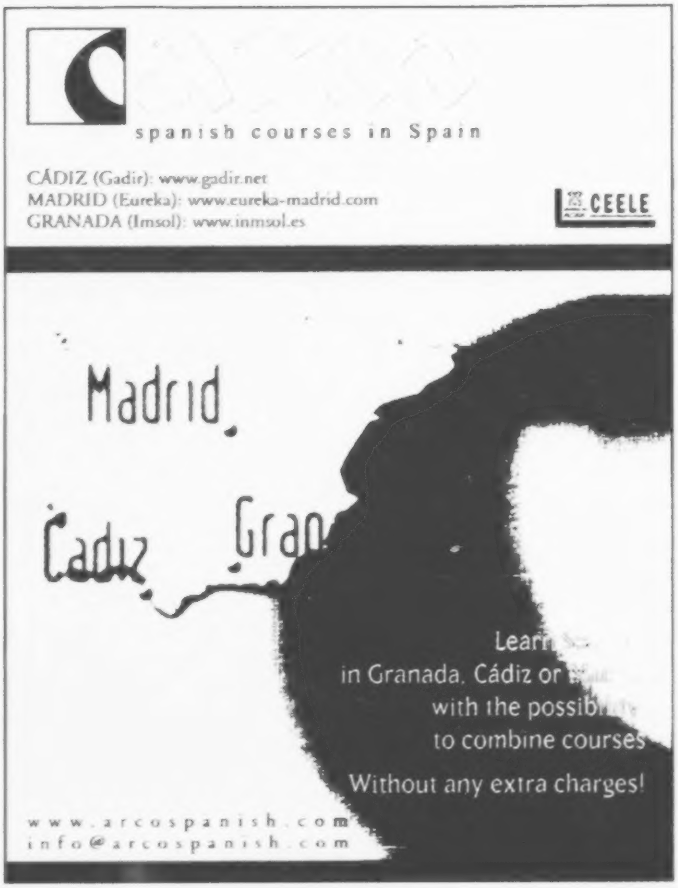

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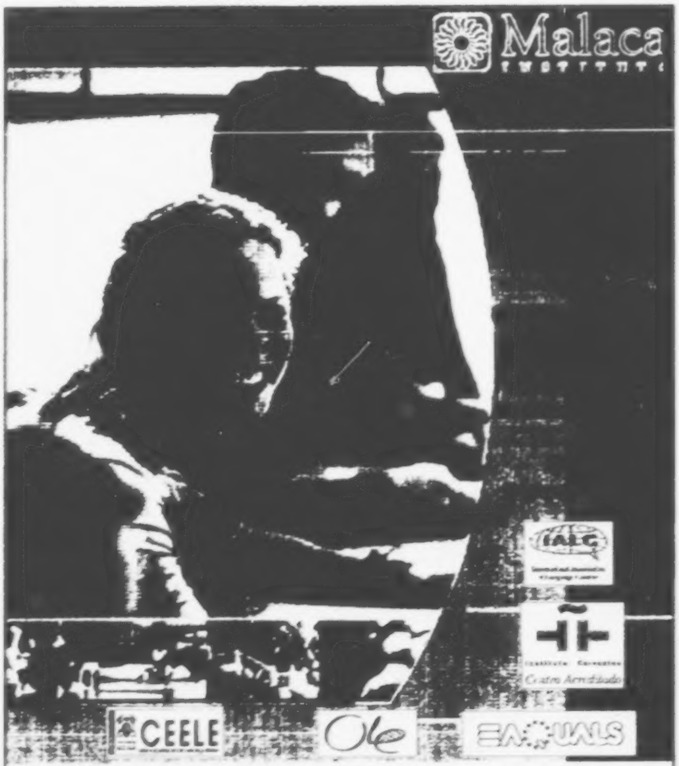

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GOLDEN DAYS

Salamanca is home to Spain's oldest university.

Salamanca is known as "La Dorada" (The Golden City) because of its glorious sandstone buildings. **Shaunagh Roberts** explains why students from across the globe travel there to study Spanish

Salamanca is known throughout the world as Spain's "university town". Founded in 1218, the University of Salamanca is, in fact, the oldest university in Spain. The prestige of the University was underlined in the 16th century when Pope Alexander IV declared it to be one of the principal seats of learning of Christendom ranking with Paris, Oxford and Bologna. Christopher Columbus consulted its faculty before embarking on his famous voyage to the Americas.

Naturally, the city is dominated by students (there are over 50,000 of them with around 5,000 coming from outside Spain) who tend to congregate in the Plaza Mayor, a square which has been described as the "most architecturally balanced in the whole of Spain." There is a carefree and fun atmosphere in the city, given the presence of so many young people. For many years, American students have been coming to Salamanca to study Spanish. The courses at the University itself are always popular and there is a wide selection of high-quality private language schools offering many programs to choose from.

According to one American student, "Salamanca has a reputation for being a party city and believe me, it's true! The bars are full of students every day and night of the week. The students love to party throughout the entire night and they don't return home until dawn!" Another student commented on the local cuisine, saying, "Going to a bar in the early evening provided my favorite piece of Spanish culture—the tapas. For those who don't know, tapas are snacks served in the early evening together with a little glass of beer (caña), or wine perhaps. The bars farthest away from the Plaza Mayor have the cheapest tapas."

Another of the many reasons that attract language students to the city is the quality of the Spanish spoken in the region of Castille and León where Salamanca is situated in the southwest corner. According to one language expert, "Ciertamente, Castilla y León puede ser la región más apropiada para la 'pureza' de la pronunciación del castellano." Locals are keen to help Spanish language learners. "Even if your Spanish is terrible, if you are seen to be making an effort, you'll get loads of encouragement," observed one student but another cautioned that, "Keep in mind, however, that in Salamanca it can be easy to lead an entirely American life. I remember calling a Spanish friend on the phone, and her brother answered in English. It turned out the kids in the family socialized only with English speakers and that nobody who spoke Spanish ever called them!" Although Salamanca is an international city, most of the non-Spanish students are there to learn and speak Spanish so you will have no problems in finding someone there to practice the language with.

If you are in Salamanca on Easter Monday, you might want to take part in the "El Lunes de Aguas" festival. Legend has it that on this day during the Middle Ages, people crossed the river Tormes in boats decorated with flowers to bring back to town the prostitutes who had not been allowed to stay in the city itself during the forty days of Lent. These days, the festival is more of a family affair as the inhabitants of Salamanca dress up in carnival costumes and go in procession to the river. In September, there are the spectacular "Ferias y Fiestas de San Mateo" featuring a two-week program of concerts, parades, exhibitions and markets.

Many students who have studied Spanish in Salamanca come back to the U.S. finding that they have not only learned about the language and culture of the region but have also discovered something new about themselves. As one student said, "When I returned to the United States after studying in Salamanca, I realized that learning Spanish in Spain was not just another course you study in school, but rather, a means for obtaining a wealth of knowledge I knew I could never get from books. It was a way to better understand other people and myself." ■

Shaunagh Roberts teaches ESL in Madrid

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Small street of Taxco city in Mexico.
Photo: Alvaro Heinzen

Spring Into Spanish!

Franz Weible experienced a Spanish immersion course—and a whole lot more—when he stayed in Cuernavaca, Mexico

Known as the "City of Eternal Spring", Cuernavaca, whose name comes from the Náhuatl word "Cuauhnáhuac" meaning "near the trees" is the capital of Morelos, one of Mexico's smallest states – about an hour by bus from Mexico City. Situated at an altitude of 5000 feet, Cuernavaca's climate is mild with warm, sunny days and cool nights.

"City of the Language Schools" could be another good name for Cuernavaca as there are plenty of schools to be found in the area. Like Salamanca in Spain, Cuernavaca has built up a reputation as a center for learning Spanish. Many of these schools and institutions have become well known around the world for both their language courses and their cultural opportunities such as field trips and study travel.

Earlier this year, I spent four weeks in Cuernavaca learning Spanish while living with a host family. My first impression was that Cuernavaca is a big city – but it doesn't feel like a big city.

Like many towns in Mexico, there is a small city center but if you feel the need to go to a mall or to a cineplex you will have a long bus trip to the outskirts of town.

My host family was really friendly and they made me feel very much at home. They made sure that I was okay, had enough to eat, and that I could call home when I needed to. The classes were intense—from 8 in the morning until 2 in the afternoon. If you wanted, you could take additional classes, which finished at 4 p.m. I was soon improving my Spanish grammar and getting over my shyness in speaking Spanish to other people. I couldn't believe that I was picking up the language so easily!

The city is very beautiful with plenty for visitors to do such as visiting the 16th century Cathedral, the Hernán Cortés Palace decorated with murals by Diego Rivera, the Borda gardens and the Aztec temple of Teopanzolco. If you decide to try out the local nightlife, ask your school for a free pass so you can get into discos without paying the cover charge. There are lots of cheap eateries to choose from (including La Universal on El Zocalo) but if money isn't an issue, try out the restaurant at the Las Mananitas hotel, where you can eat outside in the company of ostriches and monkeys.

I found that Cuernavaca was a safe city both day and night—when we made sure we stuck together in a group—although you should take all the sensible precautions that you would take in any big city. I was surprised not to find more Americans there – sure, there were many students in the nightclubs but I didn't meet so many of them as I had expected to when I was exploring the city.

Many schools in Cuernavaca arrange trip to places like Mexico City, Xochimilco, Taxco (lots of tourists, famous for silver), Tepoztlan, (a beautiful town about 20 minutes east of Cuernavaca which is the center of "alternative tourism") and other interesting towns. There are also national parks close by.

Now that my Spanish has improved, I am looking forward to going back to Mexico next year to make sure I don't lose it all! While I'm there, I plan to travel around and see more of the sights of the country but I will make sure I call in on my friends in Cuernavaca. I can't hesitate to recommend the city as a great introduction to Mexico and to learning Spanish. ■

Franz Weible is taking a gap-year before embarking on a Postgraduate Diploma Course in Journalism at Cardiff University.

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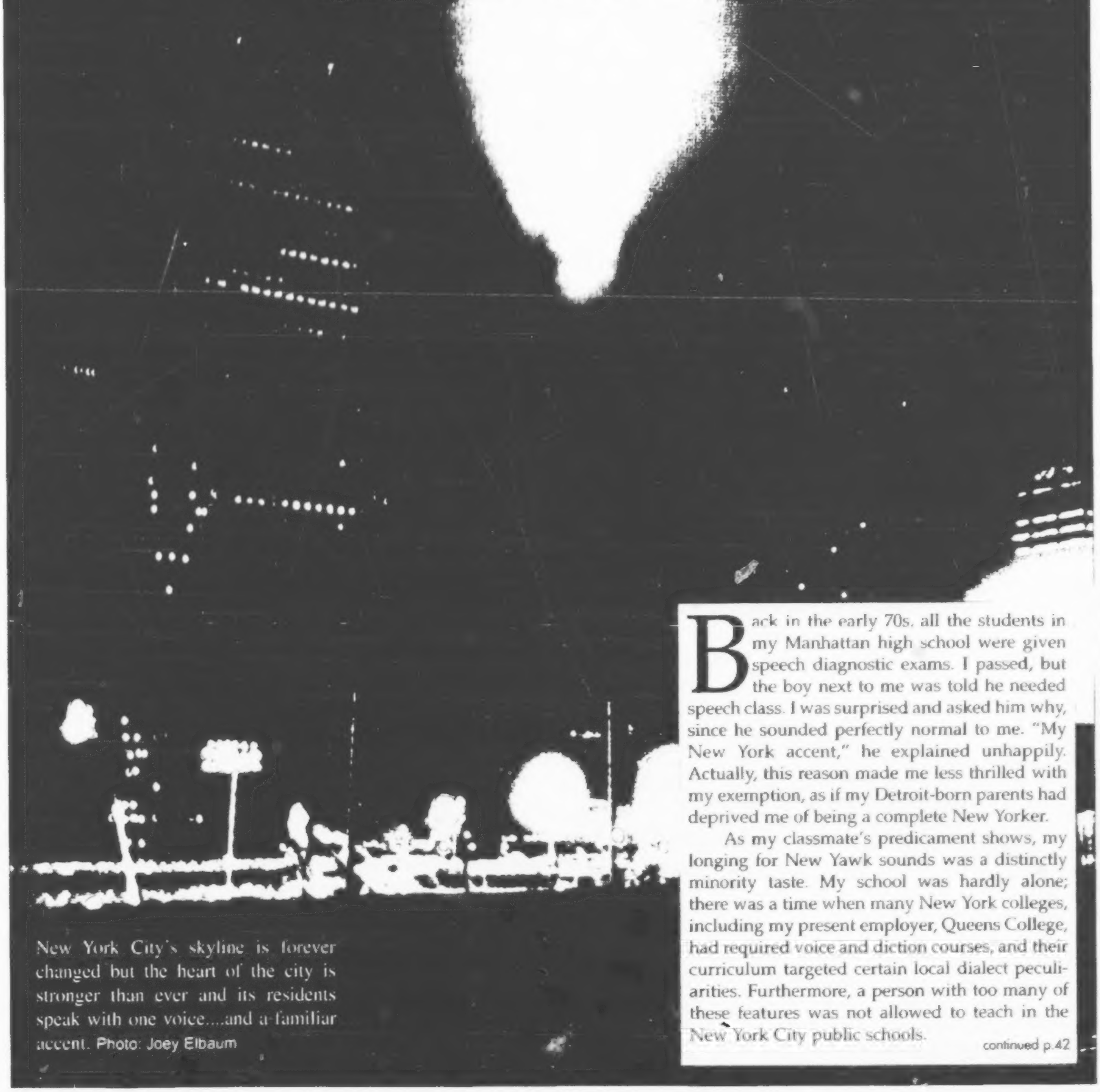
EN SALAMANCA - ESPAÑA

"New Yawk Tawk"

Michael Newman examines with pride the unique dialect of the Big Apple



New York City's skyline is forever changed but the heart of the city is stronger than ever and its residents speak with one voice....and a familiar accent. Photo: Joey Elbaum

Back in the early 70s, all the students in my Manhattan high school were given speech diagnostic exams. I passed, but the boy next to me was told he needed speech class. I was surprised and asked him why, since he sounded perfectly normal to me. "My New York accent," he explained unhappily. Actually, this reason made me less thrilled with my exemption, as if my Detroit-born parents had deprived me of being a complete New Yorker.

As my classmate's predicament shows, my longing for New Yawk sounds was a distinctly minority taste. My school was hardly alone; there was a time when many New York colleges, including my present employer, Queens College, had required voice and diction courses, and their curriculum targeted certain local dialect peculiarities. Furthermore, a person with too many of these features was not allowed to teach in the New York City public schools.

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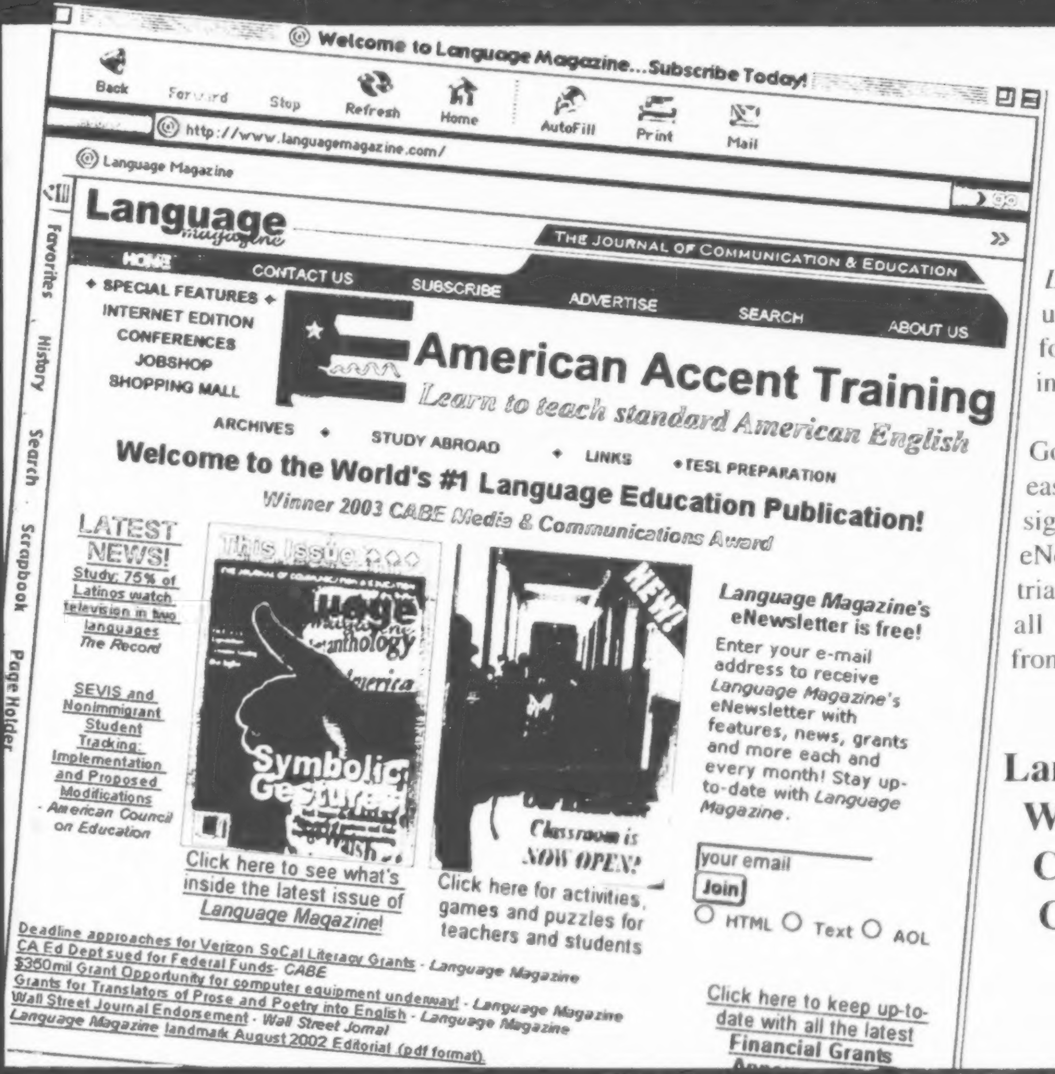
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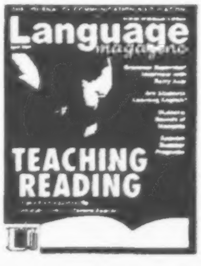
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TEACHING READING

Although these efforts were abandoned decades ago, many New Yorkers still talk of their speech as a problem to be overcome. When I was researching this article, a number of my former choolmates claimed that their accents weren't "that bad" or oasted that they had overcome "the worst features." As a New York accent fan, I would be more depressed by these claims if they were not actually based almost entirely on denial. Take the case of the r, which New York dialect speakers tend to leave out whenever it comes after a vowel sound. Many New Yorkers believe that dropping r's is a serious flaw, but they usually imagine that it is someone else's. An employment agency owner once proclaimed to me that anyone who did not pronounce their r's could not possibly qualify for a professional job—all the while calling them *ahs*.

Perhaps because this man was middle class, he believed he had to be pronouncing his r's. In fact, he was not altogether wrong; he sometimes put an r in where none belonged, a feature called intrusive r. It may seem bizarre to pronounce r's that aren't there while skipping over those that are, but in fact, intrusive and missing r's are two sides of the same coin. For r-droppers words like *law* and *lore* and *soar* and *saw* are homophones. However, they do not usually drop r's all the time. They sometimes maintain them, particularly when a final r sound comes right before another word that begins with a vowel sound. Just as the r is sometimes pronounced in *lore* and legend, so it can appear in *law-r-*and order. When they are speaking carefully New Yorkers even occasionally maintain r's when there is no following vowel. You get the *idear*?

If a little reflection reveals a hidden logic to intrusive r's, a little more shows how baseless New Yorkers' obsession with the whole issue really is. After all, if r's were there to be pronounced, why in England is it considered far better to leave them off? An r-pronouncing English person is at best considered rustic and quaint if not coarse and uneducated. And r-less pronunciations have not always been stigmatized in the US. President Franklin Roosevelt was famous for saying that Americans "have nothing to fear (pronounced *fee-uh*) but fear itself." Even today, r-lessness can still maintain a tacit prestige in the right context. In the 1980s, former New Jersey Governor Thomas Kean was known for saying, "New *Juhsey* and you. *Puhfect togetheh*," and his pronunciation was considered aristocratic.

It is only when r-lessness combines with other, less obvious New York characteristics that it acquires negative connotations. The r really just serves as a symbol for the whole system—a kind of phonological scapegoat.

My colleague Chuck Cairns developed a diagnostic list of 12 features including many of these less obvious characteristics. A particularly important one involves the vowel sound sometimes written as *aw*, as in all, coffee, caught, talked, or *saw* and the New York r-less *shore*. In New York dialect, this vowel becomes closer to the vowel in u in pull or put followed by a slight *uh*. Strong New York dialect speakers say *u-uhl*, for all and *cu-uhfee*, for coffee, and they don't distinguish between *shore* and *sure*. A similar process applies to the short *a* in cab, pass, and avenue. In this case, the vowel can comes to sound like an *i* or even *ee*, again followed by *uh*. Many New Yorkers try to catch *ki-uhbs* that *pi-uhss* by on Fifth *i-uhvenue*, although not all of us are so extreme.

In our pronunciation of these vowels, New Yorkers are not unique; related pronunciations can be found from Baltimore to Milwaukee. However, none reproduce exactly the same pattern. Specifically, in New York all the *aws* are affected, but many short a words are not—a differentiation called the short a split. So in New York, pass, cab, and avenue have different vowels from pat, cap, and average. In most cities between Syracuse and Milwaukee, by contrast, *aw* is nothing like it is in New York, while all the short a's are pronounced like *i-uh*. They not only say *pi-uhs* for pass—as in New York—but also *pi-uht* for pat, which no New Yorker would ever do. Detective Andy Sipowicz on NYPD Blue may seem like the archetypical New York City cop, but his aw's and short a's are obvious clues that Dennis Franz, the actor who plays him, is really from Chicago.

To be fair, it might be hard for Franz to sound like an authentic New Yorker. While there are rules that determine which short a words are shifted and which are not in New York, they are quite complicated. For instance, can is *key-uhn* in can of soup but not in yes, I can. The system is so complex that most unfortunate New Yorkers whose parents speak another variety of English never really learn them. We are condemned to not be full New York dialect speakers.

Although these vowel changes are an inherent part of the mix that receives condemnation, New Yorkers seem less concerned about them than they are about r's. Only the most extreme pronunciations receive condemnation. In fact, there is an aspect of their speech that many New Yorkers appear to be actually proud of—the distinctive vocabulary. There are childhood games like *Ring-a-levio*, a kind of street hide-and-seek; stickball, baseba played with a broomstick; and *salugi*, the snatching of a kid's ba or hat, which is then thrown from friend to friend, just out of th victim's reach. More widely known are the Yiddishisms, such a *schlep*—to travel or carry something an annoying distance—to pic one out of many. Such terms are used by Jews of Eastern Europea origin the world over, but in New York they have extended to othe communities. A teenage *Nuyorican* (New Yorker of Puerto Rica heritage) rap artist I know rhymed, "I'm gonna spin you like *dradel*," a reference to a top used in Chanukah celebrations. Hi schoolmate, also Latino, often says, "What the *schmuck*!" as a expression of surprise, misusing or perhaps just appropriating , the vulgar Yiddish term for penis. Some of these terms may be i decline—I don't hear many young Latinos using *schlep*—but ther are recent replacements from other immigrant languages. Beside *Nuyorican* itself, there is the offensive *guido*, an ignorant Italian-American tough guy. More positively, we have *papichulo*, a suave, well-dressed Latino ladies' man.

The appeal of these words lies in their evocation of immigran roots, and New York dialect, like the city itself, serves as a kind o counterpoint to mainstream Anglo America. The dialect is ofte called Brooklynese, more because Brooklyn's status as an icon o urban ethnic life than any real linguistic priority of that boroug over other parts of the metropolitan area. The key to understanding the disparagement of New York pronunciations is similarly that they symbolize lack of integration into the American mainstream, and so being stuck in the working class.

Despite the association with immigrant ethnicity, both r-less-

from p.43

ness and short a splits actually originated in England, although they have evolved differently there; in southern England, for instance, pass is pronounced with an *ah*, while pat is similar to most of the US. Still, immigrant languages have had some influence. They probably led to the New York pronunciation of d and t with the tongue touching the teeth rather than the alveolar ridge as in most American English, but hardly anyone notices the difference. They may also be behind the famous use of these dental d's and t's in place of th, as in *toity-toid* and toid, for 33rd and 3rd, but you would be hard pressed to hear that any more among European Americans in New York.

Perhaps this decline, along with others like the notorious r for *oy* in words like oil and point—leaving *earl* and *pernt*, have led some to conclude that New York dialect itself is itself disappearing. Yet a trip to the European American neighborhoods or suburbs—at least outside of the areas of Manhattan dominated by out-of-towners—will dispel any such concerns. The children of New York dialect speakers continue the linguistic tradition, although like all varieties, not exactly as their parents did.

Those, like my high school speech teacher, who wished to cure us of such features as intrusive r's did so because they thought it would be a social and professional handicap. They were mistaken. Many middle and upper-middle class New Yorkers of all ethnicities use the dialect, to say nothing of billionaires like Donald Trump. One dialect speaker, former Governor Mario Cuomo, even became nationally famous for his eloquence. Instead, as New York dialect speakers have moved up socially, their speech has lost much of its outsider status. Older speakers may think they speak badly, but they do so almost out of inertia. In fact, many professional Latinos, Asian Americans, Caribbean-Americans, and African Americans have adopted their distinctive dialect features, in whole or in good part.

In assuming what has become a common New York middle class dialect, these speakers either left behind or alternate with the speech commonly associated with their ethnic communities. Today, this working-class minority speech has taken on the outsider status the classic Brooklynese has left behind. Among young New Yorkers, r-lessness is replaced by *aks* for ask and *toof* for tooth as examples of how one shouldn't speak. Some expressions, such as using *mines* instead of mine, in the sentence, *That's mines*, occupy a kind of middle ground for these minorities (actually together the majority of the city) of marking roots while still being understood as "incorrect." Again, minority youths often seem proud of their special vocabulary, which expresses their roots in urban life. The speech of minorities is less unified than that of the previous generations of children of European immigrants. But, despite the variation, there is a tendency for some characteristics to be shared widely. Also these forms often expand to other immigrants particularly Middle Easterners, and even many European Americans and Asian Americans who associate with rap and hip-hop culture generally.

A good indicator of the linguistic divide can be seen in the way you is pluralized. Among most European Americans, like among most other northerners, it is possible to use you guys or occasionally *youse* to refer to more than one person. Among New York minorities, by contrast, some form of you all is usually used. This can be *y'all*, common among African Americans and *Nuyoricans*, or something that sounds like *you-ah* or even *you-eh* that I have heard among other Latinos. Another interesting characteristic is the use of *yo*. This has long been used for calling someone as in *"Yo, Reggie!"* More recently it developed a tendency to go at the end of a sentence as an emphasis marker. *"Dat's da bomb, yo!"* (That's really great!).

Because New York is a center for the production of rap and other forms of popular culture, some of these characteristics, particularly terms, like *da bomb*, have spread throughout the country, just as young New Yorkers have adopted forms originating in that other major center, California. However, in the end, few New Yorkers, no matter what their race or ethnicity, would really like to be mistaken as coming from anywhere else, and they are constantly developing new words and letting their pronunciations evolve to indicate their origins. *Da bomb* is heard a lot less often than it used to be.

So while we may think we speak badly, perhaps in our hearts we don't want to speak the way we think we should. A former *Nuyorican* student of mine remarked after he got out of the Army, "No matter where I went, people could tell I was from the city." He was obviously pleased by that fact, just as I am when out-of-towners identify me as having a New York accent despite my overabundant r's and lack of a proper short a split. The ultimate resilience and uniqueness of New York dialects lies in our intense local pride, and this is as true for the minority versions as it is for the so-called Brooklynese. ■

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Further reference: William Labov's mammoth study, *The Social Stratification of English in New York City* (Center for Applied Linguistics 1966), is still considered to the authoritative work on English in New York City.

Michael Newman is associate professor of Linguistics at Queens College, City University of New York, and a member of the CUNY Research Institute for the Study of Language in Urban Society.

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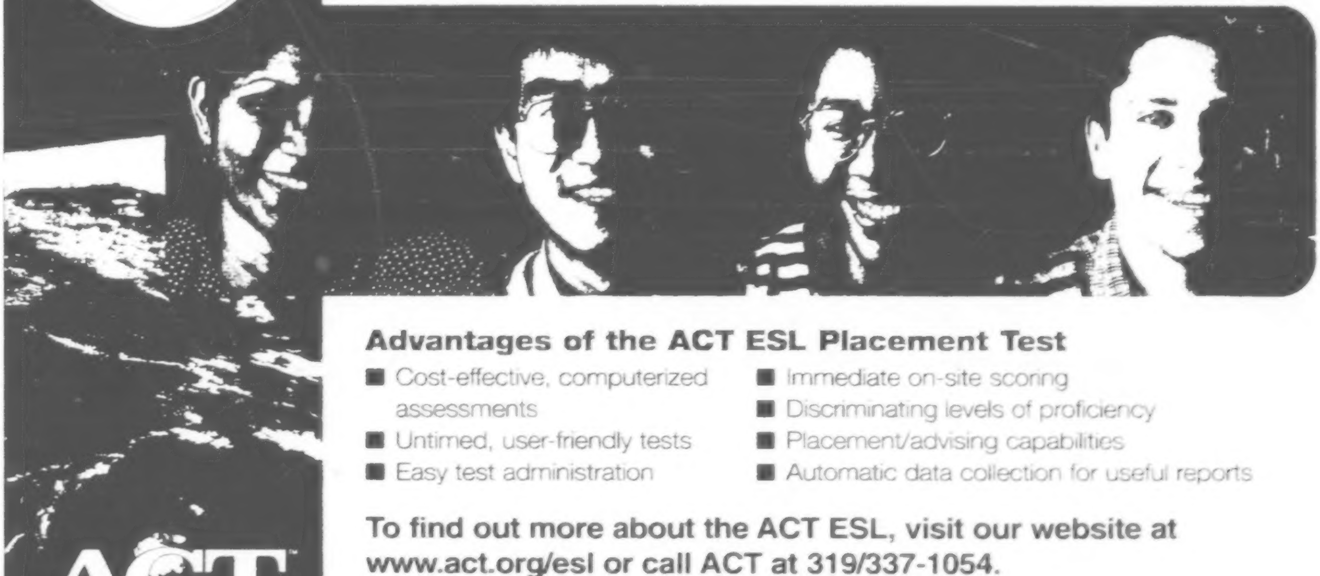

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The Return of Sherlock Holmes

by RICHARD LEDERER

The most universally famous of all literary characters may well be Arthur Conan Doyle's Sherlock Holmes, the world's first consulting detective. The intrepid sleuth's deerstalker hat, Inverness cape, calabash pipe and magnifying glass are recognized by readers everywhere, and the stories have been translated into more than 60 languages, from Arabic to Yiddish.

Like the heroes of so many popular stories and myths, Sherlock Holmes was born in poverty and nearly died at birth from neglect. Dr. Arthur Conan Doyle was a novice medical practitioner with a dearth of patients. To while away his time and to help pay a few bills, Doyle took pen in hand and created one of the first detectives to base his work squarely on scientific methods.

In December of 1887, Sherlock Holmes came into the world as an unheralded and unnoticed Yuletide child in Beeton's Christmas Annual. When, not long after, *The Strand Magazine* began the monthly serialization of the first dozen short stories entitled "The Adventures of Sherlock Holmes," the issues sold tens of thousands and the public furiously clamored for more.

At the height of success, however, the creator wearied of his creation. He yearned for "higher writing" and felt his special calling to be the historical novel. In December, 1893, Doyle introduced into the last story in the Memoirs series the arch criminal Professor James Moriarty. In *The Final Problem*, Holmes and the evil professor wrestle at a cliff's edge in Switzerland. Grasping each other frantically, sleuth and villain plummet to their watery deaths at the foot of the Reichenbach Falls.

With Holmes forever destroyed, Doyle felt he could abandon his mystery stories and turn his authorial eyes to the romantic landscapes of the Middle Ages. He longed to chronicle the clangor of medieval battles, the derring-do of brave knights, and the sighs of lovesick maidens. But the writer's tour back in time would not be that easily booked: Sherlock Holmes had taken on a life of his own, something larger than the will of his creator. The normally staid, stiff-upper-lipped British public was first bereaved, then outraged. Conservative London stockbrokers went to work wearing black armbands in mourning for the loss of their heroic detective. Citizens poured out torrents of letters to editors complaining of Holmes's fate. One woman picketed Doyle's home with a sign branding him a murderer.

The appeals of *The Strand*'s publishers to Doyle's sensibilities and purse went unheeded. For the next eight years Holmes lay dead at the bottom of the Swiss falls while Doyle branched out into historical fiction, science fiction, horror stories and medical stories. But he wasn't very good at "higher writing."

Finally, Doyle could resist the pressures from publisher and public no more. A hundred years ago, in September of 1903, ten years after the "death" of Sherlock Holmes, Doyle's detective rose up from his watery grave in the Reichenbach Falls, his logical wonders to perform for the whole world. *The Adventures of the Empty House* demonstrated that Holmes had not really perished at Reichenbach. He had only faked his death in order to avoid retribution at the hands of Moriarty's henchmen.

The Return of Sherlock Holmes, the series of 13 stories that brought back Doyle's hero, was greeted eagerly by detective-starved British readers whose appetites had been whetted by *Hound*, and the author continued writing stories of his detective right into 1927. When in 1930 Arthur Conan Doyle died at age 71, readers around the world mourned his passing. Newspaper cartoons portraying a grieving Sherlock Holmes captured the public's sense of irreparable loss.

Such is the power of mythic literature that the creation has outlived his creator. Letters and packages from all over the world still come addressed to "Sherlock Holmes" at 221-B Baker Street, where they are answered by a full-time secretary. Only Santa Claus gets more mail, at least just before Christmastime. More movies, well over 300 of them, have been made about Holmes than about Dracula, Frankenstein, Robin Hood and Rocky combined. Sherlock Holmes stories written by post-Doylean authors now vastly outnumber the 60 that Doyle produced. More than 150 societies in homage to Sherlock Holmes are active in the United States alone.

However many times the progenitor tried to finish off his hero, by murder or retirement or flat refusal to write any more adventures, the Great Detective lives, vigilant and deductive as ever, protecting the humble from the evils that lurk in the very heart of our so-called civilization. Sherlock Holmes can never really die. His readers will never let him. ■

Richard Lederer is "America's Super-duper Blooper Snooper" — www.verbivore.com

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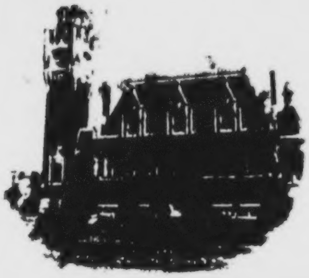

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READING INITIATIVES

Recreational reading is the key to literacy, according to numerous research studies, so **Daniel Ward** reports on an exciting initiative that encourages children to read

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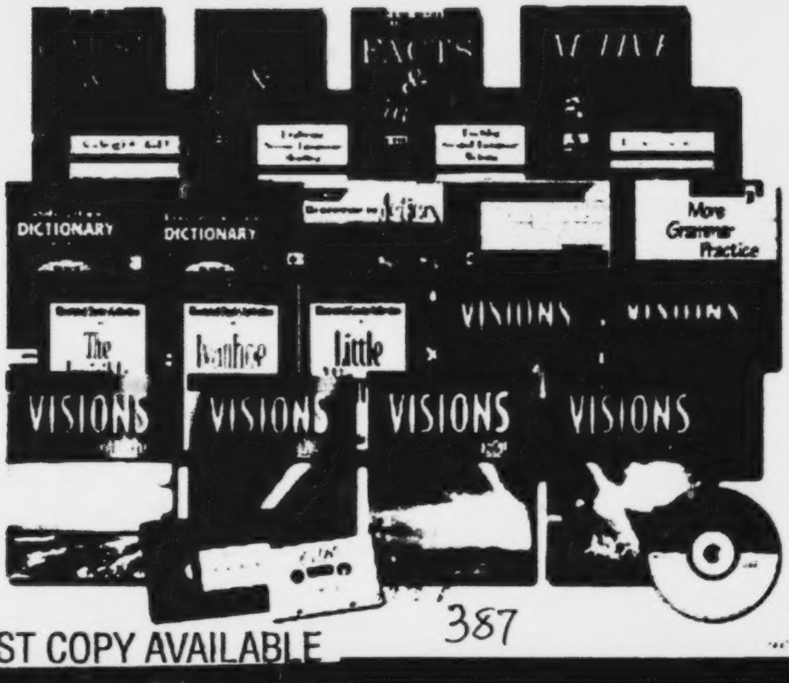
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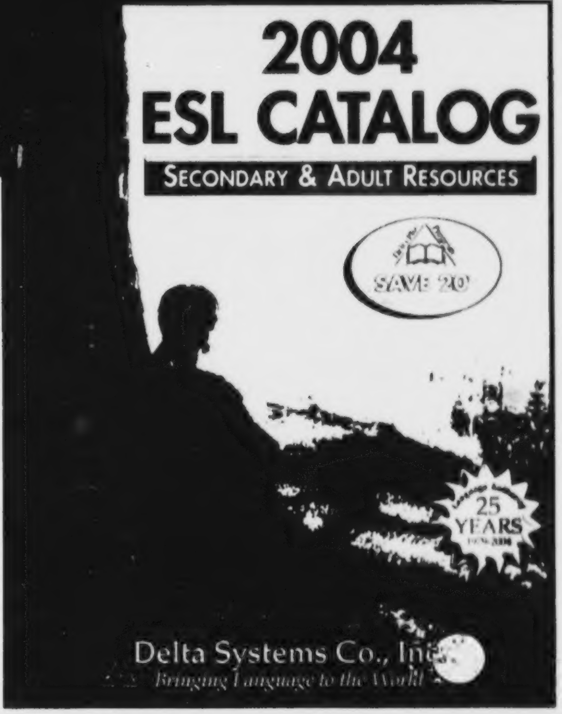
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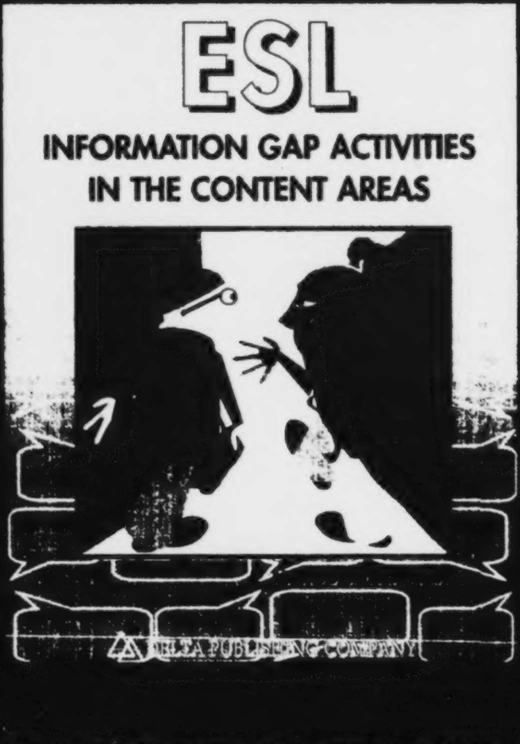
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October 2003 Volume 3, No. 2

LanguageContents

Language magazine

ON THE COVER: Recreational reading is the key to language acquisition and literacy, according to numerous research studies, so **Daniel Ward** reports on an exciting initiative that encourages children to read. **Steven Donahue** evaluates a systematic way of approaching college textbook material to help students be more efficient in their reading and studying.
PAGES: 24-28

FEATURES

LINGUISTICS: Cynthia M. Schuemann and **Cheryl Benz** explain how they have adapted their approach to ESL teaching in the light of corpus knowledge.
PAGES 14-16

BILINGUAL EDUCATION: Gustavo Ortiz reveals the haphazard implementation of bilingual waivers in California since the passing of Proposition 227 and its implications for other states where bilingual education programs have been curtailed. **Domenico Maceri** argues that Bush's attempts to speak Spanish will not be enough to win the growing Latino vote.
PAGES 18-22

ELECTRONIC EDUCATION: Barry Bakin continues his look into lessons for the one-computer classroom. Plus all the latest news in language learning technology.
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Actress Melissa Gilbert (*Little House on the Prairie* & SAG President) at the launch of Storyline Online 2.

SPANISH IMMERSION: In the second part of our series on Spanish language immersion destinations, we take a look at some traditional choices and some you may not have considered.
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DIALECTS: Cynthia Bernstein examines the rise of Jewish English in America and explains how many of its distinctive words and phrases have entered the mainstream language.
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Cover photograph: Istockpro

Reading the Future

ALTHOUGH MANY experts draw distinctions between the needs of English as a Second Language (ESL) learners and other students in the pursuit of language acquisition and literacy, there is more and more evidence supporting a common solution: recreational reading.

Renowned literacy and ESL expert Professor Stephen Krashen has presented the view, based on extensive research, in this magazine and elsewhere that independent reading is the single most influential factor in the acquisition of literacy. A recent study undertaken by the Department of Foreign Languages and Applied Linguistics of the National Taipei University in Taiwan concluded that the amount of recreational reading students did was a significant predictor of their writing competence in English as a Foreign Language (EFL), but the amount of formal study they did was not related to how well students wrote.

In Japan, studies over the last decade, comparing the English language competence of students who participate in extensive reading classes with those who follow the traditional curriculum, showed that the readers get better test results, in every case, not just in reading, but in writing and grammar. The research also indicates that they enjoyed classes a lot more than traditionally taught students, and therein lies the key.

Enabling students, be they ESL, EFL or whatever, to discover the joy of reading is probably the most effective means of increasing literacy levels. However, in many schools across the country, the library is little more than a cupboard filled with a few well-worn books. Children have to be excited by books if they are to want to read and every child is different, so a well-stocked library is a prerequisite to the encouragement of reading.

Over the last few years, hundreds of initiatives have been launched to encourage reading, from the NBA's "Reading to Achieve" program to the Screen Actors' Guild's "BookPALS (see pages 24-26), as well as less-publicized local programs, but without access to a wide selection of books, children will find it hard to discover the pleasure of reading themselves. They need to be able to choose what suits them and that requires access to a wide array of books.

Of course, books cost money and budgets are tight, but spending money on books is a prudent investment. America's future prosperity is dependent on a literate and language competent society (see "Report Claims English Skills Key to U.S. Prosperity", page 10) and there is overwhelming evidence to support the theory that once kids choose to read, their literacy and language skills improve drastically. Stocking our public and school libraries with a variety of books relevant to children is an investment that will pay dividends whatever the prevailing market conditions. ■

Daniel Ward

Daniel Ward, Executive Editor

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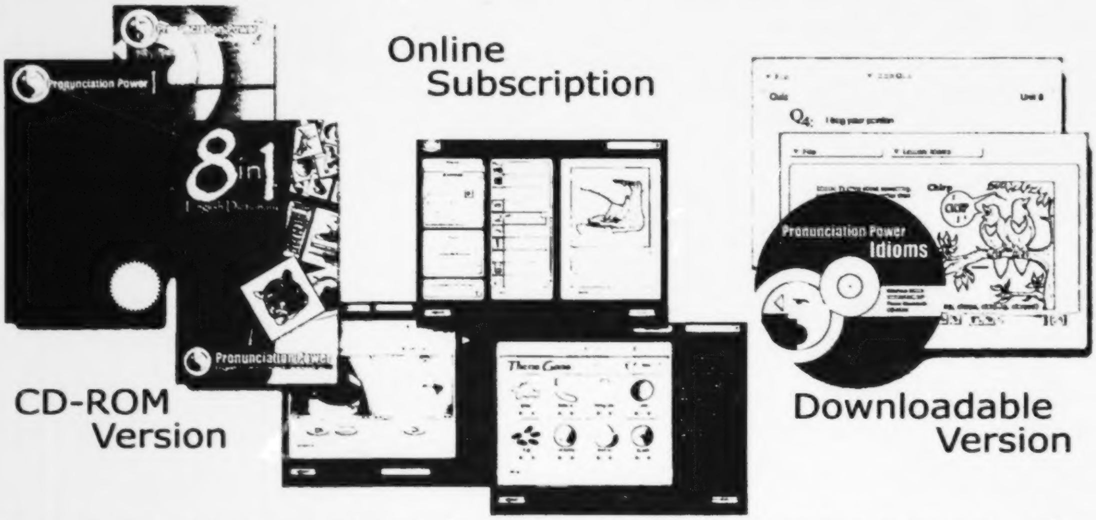
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Language Potential

I HAVE NINE years experience teaching ESL, but also have a strong background in applied linguistics. While teaching in Taiwan, I encountered two special needs students, who were unable to learn many of the things children normally learn, such as simple mathematics, or throwing a ball. But, they were able to learn English.

This led me to question how our brains process foreign language learning.

These children were not able to learn things, which most "healthy" people would find simple. But they were able to learn English, which was for them a foreign language.

I wonder if foreign language teaching could be used to increase the overall learning potential, not only of special needs children but also of society at large.

A[illegible]onio Graceffo, BA, Dip Lic, AAMS, CMFC, CTC, RFC
Taiwan

More Cash for ESL

FROM READING reports in the media, I understand that a large amount of money (perhaps as much as $20 million) will be invested in teaching ESL in Iraq's schools.

Although I think this initiative should be applauded as it will help young people in that country to assimilate in the global economy, I would like to see more money being set aside to support ESL programs in the U.S. itself. Unfortunately, LEP programs are usually the first to be axed in these difficult economic times, which is a shortsighted policy. We should be making sure that non-native speakers have the opportunity to learn English so that they can contribute to the economic success of the U.S.

Derek Jameson
Dublin, New Hampshire

In order to supply our readers with timely information in an easy-to-use format, *Language Magazine* is in the process of developing a new state-of-the-art and user-friendly web site for launch in January 2004. We invite you, our readers, to offer any suggestions for the new http://www.LanguageMagazine.com by emailing our Editor - Editor@LanguageMagazine.com

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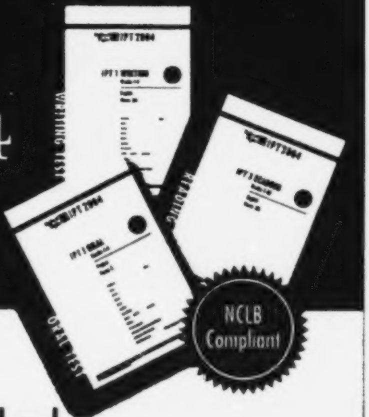

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Review of CA FL Materials

CALIFORNIA STATE Superintendent of Public Instruction Jack O'Connell announced at the end of last month that the Foreign Language instructional materials for grades K-8 selected for adoption consideration by the State Board of Education (SBE) are now available for public review.

"This is the time for parents, educators, anyone interested in the textbooks used by California's students, to take a look at the materials and make their opinions known to the State Board of Education," said O'Connell. "Once selected, these will be the materials used for at least the next 8 years."

The instructional materials cover five languages: Spanish, French, German, Japanese, and Latin. The materials have been evaluated by the members of the Instructional Materials Advisory Panels, which include teachers and foreign language experts. The Curriculum Development and Supplemental Materials Com-mission today released the list of materials it would be recommending to the SBE for adoption. The list of recommended materials and a list of the LRDCs are attached. You may view these instructional materials and submit your comments on forms available at the LRDCs.

The SBE, which adopts instructional materials for grades K-8, is scheduled to take action on November 12-13, 2003. Comments must be received by October 31, 2003, for them to be considered by the SBE.

Please mail comments to:
Curriculum Frameworks and Instructional Resources Division
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CALIFORNIA STATE Superintendent of Public Instruction Jack O'Connell.

> "Once selected, these will be the materials used for at least the next 8 years."

Comments also may be sent via fax to: (916) 319-0172.

Individuals also have the opportunity, whether or not they have completed public comment forms, to present their concerns at a public hearing of the SBE on November 12, 2003. The public hearing of the SBE marks the conclusion of the review for the materials submitted for the 2003 Foreign Language Primary Adoption for Grades K-8.

For further information on the availability of instructional materials for review please contact Susan Martimo, LRDC Liaison, Curriculum Frameworks and Instructional Resources Division, (916) 319-0446, or smartimo@cde.ca.gov ■

Report Claims English Skills Key to U.S. Prosperity

A NEW REPORT claims that failure to assist limited English speakers will have a negative effect on U.S. productivity. The report, from the Center for Law and Social Policy (CLASP), says that the U.S. is not doing enough to help employers integrate immigrants into the workforce despite projections that immigrants—many of whom have limited English skills—will account for all of the net growth in the 25- to 54-year-old workforce over the next two decades. According to the 2000 Census, eight million working-age adults (five percent of all adults) do not speak English well or at all. Yet current English language and job training services meet only a small fraction of the need, says the report.

"Even states not known as destinations for immigrants are seeing substantial increases in immigrant populations," said Elise Richer, an author of the report and senior policy analyst at CLASP. "We ignore this population to the detriment of our nation's growth and prosperity."

The report, "The Language of Opportunity: Expanding Employment for Adults with Limited English Skills," finds that current resources for language and job training services are dwarfed by the need. In addition, few programs focus on providing the nexus of language, cultural, and specific job skills that is key to helping low-income adults with limited English skills increase their wages—and to helping the nation's economy grow.

The appendix of the report highlights programs in seven states (California, Illinois, Minnesota, Missouri, Texas, Washington, and Wisconsin) that are providing a combination of language skills and job training to limited English adults. These programs are on the forefront of meeting immigrant worker language and training needs. Their success helped shape the recommendations for program design and public policy in the report.

These recommendations include: creating programs that combine language services with job skills training; adapting existing education and training programs to the needs of limited English speakers; providing bilingual career advising services; and altering federal and state job training, education, and low-income programs to better serve immigrant populations.

To read the CLASP report visit: http://www.clasp.org/Pubs/Pubs_New ■

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This conclusion came after researchers used a cartoon featuring the cat, Sylvester, to study how language was reflected in the gestures people made.

Dr. Sotaro Kita of the University of Bristol's Department of Experimental Psychology, showed the cartoon to a group of native English, Japanese and Turkish speakers and then watched their gestures as they described the action they had seen. Dr. Kita discovered that speakers of the three different languages used different gestures to depict the same event, which appeared to reflect the way the structure of their languages expressed that event.

For example, when describing a scene where Sylvester swings on a rope, the English speakers used gestures showing an arc trajectory and the Japanese and Turkish speakers tended to use straight gestures showing the motion but not the arc. Dr. Kita believes this difference in gesturing occurred because Japanese and Turkish have no verb that corresponds to the English intransitive verb "to swing".

While English speakers use the arc gesture as their language can readily express the change of location and the arc-shaped trajectory, Japanese and Turkish speakers cannot as easily express the concept of movement with an arc trajectory so they use the straight gesture.

Dr. Kita said, "My research suggests that speakers of different languages generate different spatial images of the same event in a way that matches the expressive possibilities of their particular language. "In other words, language influences spatial thinking at the moment of speaking." ■

The study's star, Sylvester the Cat.

English for Iraq

INCLUDED IN THE $87 BILLION President Bush wants for the rebuilding of Iraq is a provision of $30 million for English as a Second Language programs at 250 locations throughout the country. The programs will give 20,000 Iraqis half-day language instruction for six months.

Details of the disbursement will be published as soon as they are released. ■

Toronto ESL Crisis

ENGLISH AS A SECOND Language (ESL) programs are suffering badly within the Toronto District School Board (TDSB), according to Elementary Teachers of Toronto (ETT). Teachers say that the 60% loss of ESL teachers coupled with extremely large class sizes and loss of support staff, means that some children are simply being left behind.

"The government risks the social, economic and legal consequences of failing to teach our English as a Second Language students," said Martin Long, President of ETT. "Teachers and parents know that the current government is not putting students first when they refuse to teach our most vulnerable citizens. It is time for a change at Queen's Park. It is time for a government that puts all students first and provides the funding to do that."

The ETT is campaigning to elect a new government that will provide fair funding for all aspects of public education, including ESL programs. ■

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BILINGUAL ADS GO BIGTIME

BREAKING WITH the long tradition of producing separate versions of ads for the Hispanic and non-Hispanic U.S. markets, top advertisers such as Coca-Cola Co. and Volkswagen are using a single version of a Spanish-language ad for all markets. Industry observers note that the practice, which makes no change in dialogue and does not use subtitles, is indicative of the ever-deepening inroads Hispanic culture is cutting across all levels of American life and daily communications.

Coca-Cola's spot by Publicis Groupe's Hispanic agency Lapiz, Chicago, broke in late September on both English- and Spanish-language networks. At the same time, Volkswagen of America started devoting 10% of its general-market-media rotation to Spanish-language spots created by C.O.D., its Hispanic agency.

Marketers are moving their Hispanic ads into the general market for several reasons, according to advertising industry analysts. For non-Hispanics, Latin culture is cool. Bicultural Hispanics often watch little Spanish-language TV but do switch on English channels. And in cities with large, growing Latino populations, they are fast becoming the general market.

"There's recognition of Hispanic influence on the general market, on what's in and what's cool," said Gary Bassell, president of two-year-old La Comunidad, Miami.

"Hispanic agencies used to adapt or translate general-market spots and that was considered Hispanic advertising," said Laurence Klinger, Lapiz senior vice president and chief creative officer. "Now it's the reverse. Crossover is what's happening in this country." ■

More Spanish for B&N

BARNES & NOBLE is significantly expanding its Spanish-language book sections across the country in a sign that the Hispanic market is proving a bright spot in an otherwise dim year for sales.

Mike Ferrari, director of merchandising, said the world's largest bookseller is adding "thousands" of titles to its Spanish-language selections in categories ranging from literary works to Bibles to children's picture books as well as launching a bilingual section on its website.

"This is in response to customer demand across the country," he said. "Right now books in Spanish are something that's growing."

That has led New York-based Barnes & Noble to beef up its Libros en Español sections in 488 of its 634 stores and launch a new bilingual website section of the same name. The website features information about popular Spanish-language authors, and a bestseller list. ■

AOL Launches Bilingual Service

AMERICA ONLINE, the world's largest Internet service provider, plans to tap the underserved Hispanic audience in the United States with a new service in a move to attract new customers and help stave off a decline in subscribers.

The AOL online services unit is hoping the new bilingual service will help bolster its dial-up service, from which most of the unit's revenues are derived.

"I don't think corporate America has the luxury of ignoring this market," David Wellisch, vice president of AOL said. "There are few things that make people switch. Spanish matters."

"AOL has a problem with dial-up numbers going down," said Charlene Li, a media analyst at Forrester Research. "Having a Hispanic portal is their effort to serve their particular community very well."

Li said services such as a section within AOL Latino that helped kids and their parents with schoolwork was a good example of creating areas that appealed to the market's cultural nuances.

New IPT Series from Ballard & Tighe

BALLARD & TIGHE, the publisher of tests and instructional materials for limited English proficient (LEP) students, has announced plans to release its new IPT 2004 assessment series in time for next Spring's national testing period. This new version of the company's IPT product line retains all its testing and scoring features, and complies fully with requirements of the federal No Child Left Behind Act (NCLB).

Set for first availability in the Spring of 2005 is Ballard & Tighe's follow-on product, the new IPT 2005 language proficiency testing system. This NCLB-compliant family of assessment instruments is designed to adjust to varied English language proficiency standards set by individual states. Each state could, in effect, have its own customized version of IPT 2005 tests.

Dorothy Roberts, president of Ballard & Tighe, "More than 25 years ago, Ballard & Tighe's founders created the IPT tests, one of the education industry's first widely-adopted tests that accurately assessed student English language proficiency levels. Our newest product offerings in this category—IPT 2004 and IPT 2005—will lead the way in response to changing government requirements, meet the evolving needs of the educational community, and make the transition an easy one for our customers," Roberts said.

The company has also launched a new web site at nclb.ballard-tighe.com to provide information about the new testing system and its components. ■

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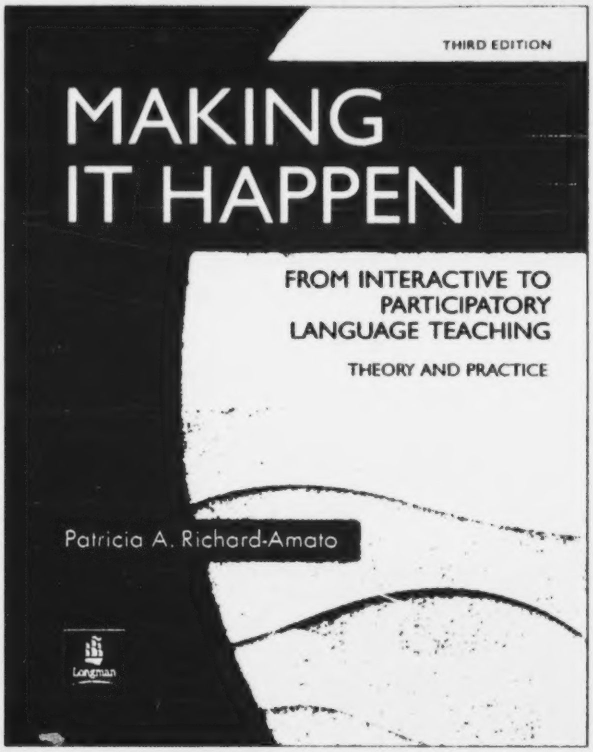
Chilean Boost for English

CHILE, WHICH RECENTLY signed a free-trade agreement with the United States, has announced a massive English studies plan.

By next year, all Chilean students from the fifth grade on will have English-language textbooks, Chile's education ministry announced. The plan calls for all eighth-graders to take the internationally recognized Key English Test for reading and comprehension by 2010.

"English opens the doors to launching an exporting business - it opens the doors to digital alphabetization," Chilean Education Minister Sergio Bitar said in announcing the plan. "The English language, in short, opens the doors to the world." ■



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Corpus Lin
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Cynthia M. Schuemann and **Cheryl Benz** explain how they have adapted their approach to ESL teaching in the light of corpus knowledge

Many factors influence an educator's decision-making process when it comes to choosing what to cover in a language lesson. Real driving forces include textbooks we teach with, handouts we supplement with, and curricula we have developed based on student needs. How can we feel assured that we are helping language students get the most for their investment? Are we really choosing the most valuable "nuggets" to impart? Corpus linguistics can help us to evaluate language resources and make informed decisions.

What is corpus linguistics? A corpus is a vast collection of words—a body of language samples taken from both written and spoken venues. With computer analysis of these authentic texts, linguists have come to conclusions about how we actually use grammar and vocabulary when speaking and writing. In addition to contrasting oral and written discourse, and they have contrasted language use from a variety of discipline areas. Modern computer applications are revolutionizing our understanding of language use and language teaching.

Two knowledge areas of particular value for language instructors to learn about are frequencies and collocations, proximal relationships among words. Spending time on teaching words we know students will encounter frequently in their academic careers makes sense to both teachers and students. The same can be said of grammar structures. Which tenses and sentence structure patterns do we use most often? For example, corpus linguists have discovered that simple present and simple past verb phrases are much more common in English than perfect or progressive phrases in both written and spoken forms. This knowledge can affirm an instructor's decision to teach simple present and simple past tenses early and substantially. Stop for a minute and listen to any talk going on around you... which verb tenses are you hearing? Which verb tenses have you been encountering while reading this article? Focusing attention on frequency of occurrence can provide a sense of "value added" to lessons.

Word frequencies have long fascinated linguists and language teachers. The General Service List (GSL) of English words, also known as the West List, was developed from work initiated in 1936 and published in 1953. It includes a core of 2000 words considered essential and most frequent as derived from a manual study of five million words. This core list continues to influence our materials and teaching practices today. You may have noticed books, especially readers, at times indicate they are at a particular "word-level". These counts come from rankings associated with the General Service List.

More recently, researchers have utilized computer analysis of text-based corpora to develop specialized word lists of vocabulary in additional categories to complement the 2000 most frequent word list. A most useful list, the Academic Word List (AWL) has been compiled by Averil Coxhead, from Victoria University of Wellington, New Zealand. She studied 3.5 million words from academic passages and identified root words from 570 word families that were commonly used in academic texts from all subjects. A complete list can be found by visiting her web-site at http://www.vuw.ac.nz/lals/staff/averil_coxhead/

When preparing materials and making decisions about how to address vocabulary in our reading classes, we have found a most valuable resource in a web vocabulary profiler located at http://www.er.uqam.ca/nobel/r21270/cgi-bin/webfreqs/web_vp.cgi When you visit this site you will find a screen where you can insert any passage for

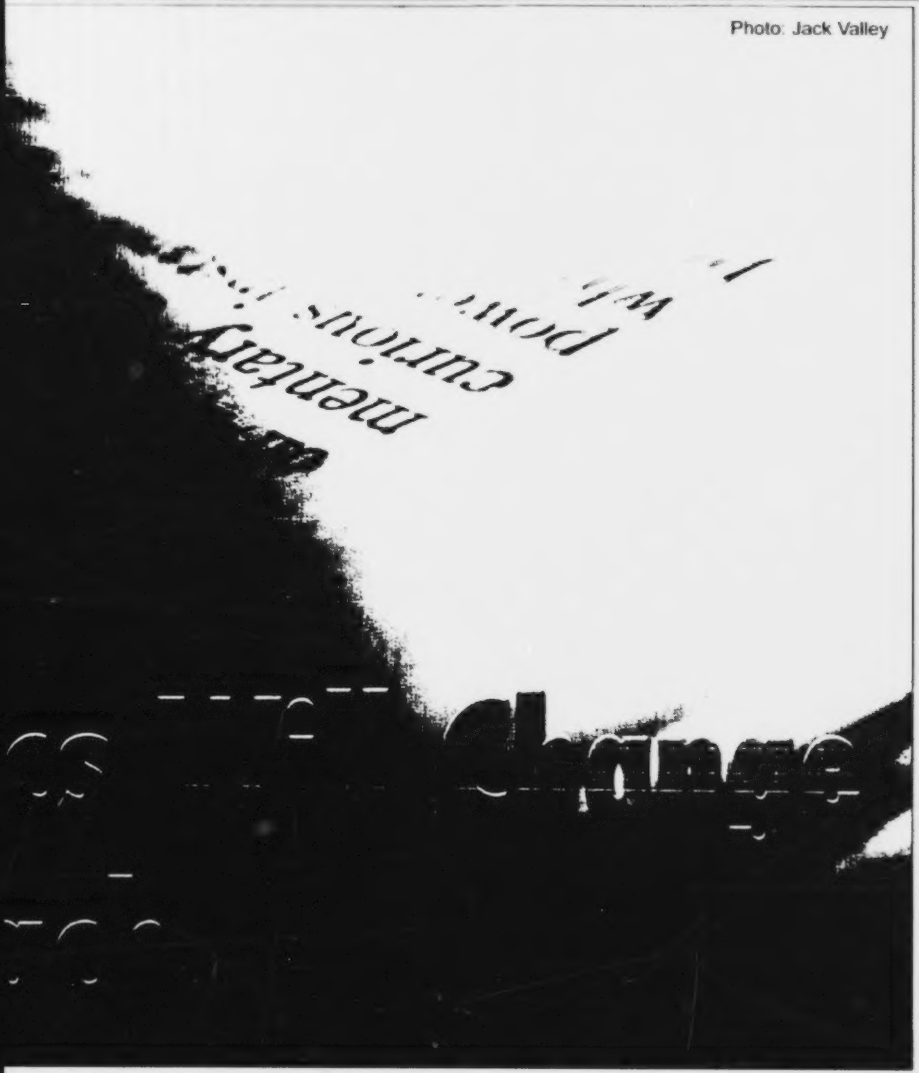

Photo: Jack Valley

analysis. The vocabulary profiler will provide a colorful chart and breakdown of which categories the words in the passage are coming from. For example, inserting the first paragraph of this article results in the following:

K1 Words (1 to 1000):	56	82.35%
K2 Words (1001 to 2000):	2	2.94%
AWL Words (academic):	**5**	**7.35%**
Off-List Words:	5	7.35%

> Many **factors** influence an educator's decision making **process** when it comes to choosing what to cover in a language lesson Real driving forces include **textbooks** we teach with *handouts* we **supplement** with and *curricula* we have developed based on student needs How can we feel **assured** that we are helping language students get the most for their **investment** Are we really choosing the most valuable *nuggets* to *impart*

Here we have used differing fonts to contrast the vocabulary categories. On the web-site colors are used. You can see at a glance that **factors, process, supplement, assured**, and **investment** are words that students will encounter with frequency across all academic disciplines. These are valuable words for students to learn and know. A word like *nuggets* may arouse curiosity. It is worth explaining, but it is not as valuable for students to acquire as part of their active vocabularies—and now you know why!

Once important words have been selected from passages, an effective strategy for working with vocabulary from reading is to practice with collocations. To collocate means to co-occur. There is a statistical tendency for certain words to occur together. For example, think of the word "arouse". What words comes next? Did you say "curiosity"? Working with language chunks facilitates learning. Encourage students to list common word combinations when learning new words. By learning word combinations, there will be a greater likelihood of appropriate use when they later create original sentences or use new words in conversation.

We hope this taste for word frequency and collocation knowledge will inspire you to look farther and enhance your decision-making choices about vocabulary from reading!

"By learning word combinations, there will be a greater likelihood of appropriate use."

Collocation Activity Ideas

1. From a reading selection, ask the students to underline nouns and then write them in a list. Then, in a column next to each noun they could list compatible verbs (or adjectives).

Example:

Factors	influence, change, indicate, ...
an educator	decides, chooses, develops, ...

2. Take examples from student writings of awkward collocations and have the students cross out the ones that don't work.

Example:

handsome, attractive, ~~pretty~~	man
interesting, ~~attractive,~~ popular	topic

3. Make word boxes with a collocation dictionary, or have students "collect" phrases.

Example:

apply for a be out of a find a hunt for a look for a resign from a	job
a one-man a historical a touring a retrospective a contemporary	exhibition

continued p. 16

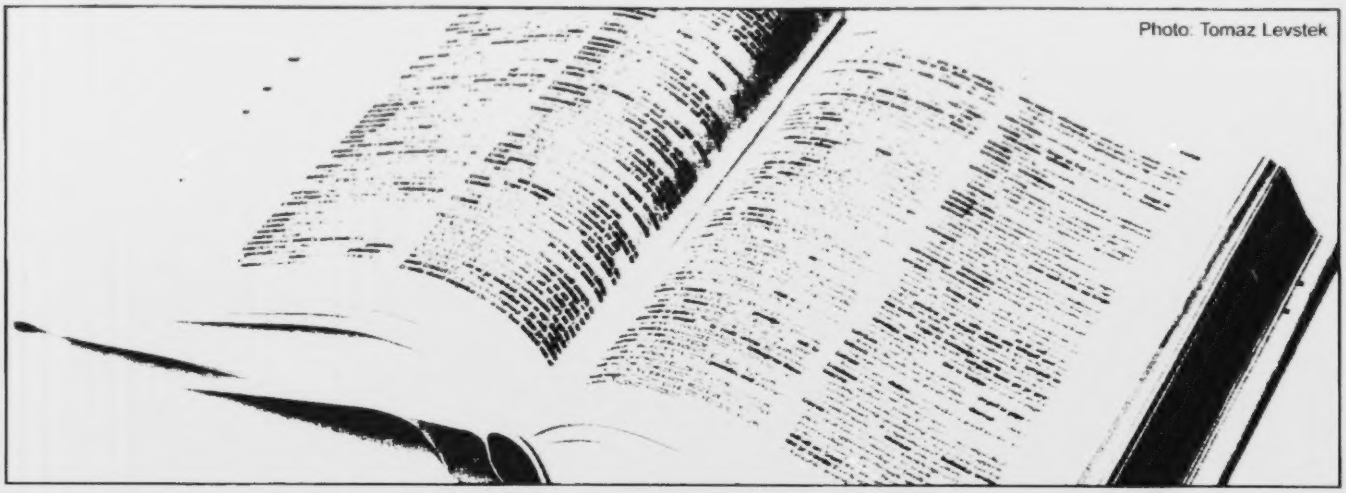

Photo: Tomaz Levstek

"Students can build charts for each word and then draw conclusions about the use of each word by noticing how the collocations are similar and different."

from p.15

4. Have students use collocations when getting ready to write an essay.

Example:

Some say getting tough on crime is the best solution. They advocate for long prison sentences for criminals. Do you agree or disagree?

a. Ask the students to write down four nouns they might use in such an essay: prison, criminal, crime sentence

b. Have them look up the words in a collocating dictionary and choose the adjectives and verbs they need to express their ideas:

Examples:

go to/ send someone to/sentence someone to (--) years in ***prison***

convicted/dangerous/hardened ***criminal***

prevent/crack down on/petty/violent ***crime***

death/heavy/life/severe/long/short/reduced/(--) year ***sentence***

5. Enter near synonyms into an on-line concordance program. Students can build charts for each word and then draw conclusions about the use of each word by noticing how the collocations are similar and different.

Example: injury/wound

Collins Wordbanks Online English Corpus

http://titania.cobuild.collins.co.uk/form.html

intentionally self-inflicted	injury.
	injury or death caused by
student who suffered a severe head	injury and was in a coma for five
heart attacks, traumatic brain	injury, and meningitis are
and grandfather's deaths by head	injury and central nervous system
mental retardation, traumatic brain	injury, and major mental disorders
retold the story of his Vietnam War	injury and fired a shot at Arkansas
road construction, highway patrols,	injury and death due to accidents
had a bad arm--hurt--had hurt my arm	injury and was on the verge of being
disabled (due to sickness or	injury and cannot perform material
wanted him to go away. He dabbed his	wound again and winced.
more than flesh and blood, he is open	wound and enraged vulnerability. her
husband has recovered from his	wound, and much to her surprise, the
had torn loose a flap of flesh. The	wound burned and was bleeding
pressure, bandage firmly to protect the	wound. Check pulse to be sure
for the first time, but the fateful	wound from which the inevitable
beautiful scarlet garment out of the	wound in his side. It is invisible
while minor complications such as	wound infection or slight bleeding

self-inflicted severe head traumatic brain war arm sickness or	injury	or death
dabbed his open recovered from his protect a fateful wound	wound	burned and was bleeding in his side infection

How are the words injury and wound similar but unique?

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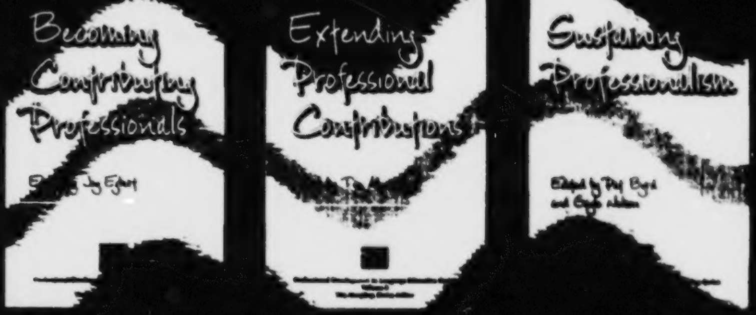
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TESOL
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Gustavo Ortiz reveals the haphazard implementation of bilingual waivers in California since the passing of Proposition 227 and its implications for other states where bilingual education programs have been curtailed.

WAIVERING HOPES

Photo: Maartje van Caspel

California's Proposition 227 has curtailed bilingual education (Gandara, 2001) in the state, but the legislation does allow parents to request a bilingual program by seeking a bilingual waiver. However, there is a great deal of variability in the proportion of waivers granted in schools with similar characteristics. This study investigates characteristics of high, medium, and low bilingual waiver schools, and explores the variables that may have influenced the proportion of bilingual waivers granted at the 30 sampled schools.

All factors being equal, the number and proportion of parents choosing waivers to access bilingual education should have been relatively similar in schools with similar characteristics (Garcia, 2001). If the choice to access waivers can be predicted based on school characteristics, this suggests that other factors might have been more important than the characteristics and learning needs of individual students.

The research literature suggests that the manner in which administrators and teachers deliver information may impact the proportion of English learners on waivers at their schools (Garcia, 2001, Maxwell-Jolly, 2001, Carrillo, 1997). Proposition 227 allowed waivers for bilingual education based on one of three conditions.

Research has suggested that the manner in which administrators interpret policy influences the manner in which it is implemented (Hord, 2001). The level of understanding and perspective on language issues had much to do with the manner in which policy on language programs was implemented after Proposition 227 (Garcia, 2001). Primary language support that was supposed to have been accessed by English Learner (EL) students before Proposition 227's passage was not available at some school sites because of a lack of qualified teachers (Krashen, 2000, Cummins 2000).

Purpose and Importance of the Study

The purpose of the study was to examine the school variables that were related to the implementation of various language development programs following the passage of Proposition 227 in school year 1999-2000. Specifically, this study investigated characteristics of high, medium and low bilingual waiver schools and explored the variables that may have influenced the proportion of bilingual waivers granted at the 30 sampled elementary schools.

Table 1: Count and Percentage of English Learners on Bilingual Waivers at State, County, District and Sample Schools in 1999-2000

Schools	Total English Learners (Els) (N)	ELs on Waiver (N)	Percent ELs on Waivers (%)
High Waivered			
N = 10	9,249	4,630	50.4 (Range = 40-75)
Medium Waivered			
N = 10	9,467	2,544	28.0 (Range = 10-30)
Low Waivered			
N = 10	9,171	187	2.2 (Range = 0-3)
TOTALS			
N = 30	27,887	7,361	
Total-District	307,594	22,270	7.2
Total-County	572,760	48,191	8.4
Total-Statewide	1,511,299	181,455	12

Source: Dataquest (Dataquest, 2000)(California Department of Education, 2000)

Method

The schools selected for this study were elementary schools selected based on having similar demographic characteristics but varying proportions of waivers. A descriptive comparative design was used to analyze the characteristics of high, medium, and low waivered schools.

Sample

Sampling described below yielded 30 schools with similar demographics that were then divided into the categories of 10 high, 10 medium and 10 low waivered schools.

Ethnicity of ELs on Waivers and School Enrolment

High waivered schools had smaller student enrollment figures (M= 1,189, SD= 328) while medium waivered (M = 1,278, SD = 393) and low waivered schools (M = 1,340, SD = 232) had larger numbers.

Schirling (2001) examined a Bay Area School (BAS) where 500 parents were intent on keeping their bilingual program as it existed before the implementation of Proposition 227 (Schirling, 2001). It was reported that at this "Bay Area School," parents were able to unite and march to keep their bilingual program.

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In the total sample, 7,361 English Learners were on bilingual waivers out of a total student enrollment of 38,087 students. The proportion of ELs (N= 27,887) on bilingual waivers made up 26.85% percent of the EL population. Table 1 provides comparative data on schools in the three groups.

Measures

Informants described the level of access, knowledge, and attitudes that parents of ELs experienced during the dissemination of information regarding the parent options for English Learners. The questions were generated by the researcher in an attempt to investigate what school climate was in place at the sampled schools (N = 30) during school year 1999-2000.

All responses were compiled and entered on Survey Pro 3, coded and entered to SPSS 10 files. These data were treated as school-level data in order to analyze the results with the student variables. The questionnaire elicited the informant's opinion about what they believed to be the level of knowledge, attitudes and access provided to parents by school site teachers and administrators were included in the survey instrument.

Procedure

Thirty surveys were administered and collected, one from a teacher at each school site. The surveys were administered on mutually agreed dates and times. The researcher gathered background information on the informants at each of the schools studied. Requirements for informants at each of the schools included the fact that they had to

continued p 20

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have been teachers who witnessed the policy implementation procedures of the bilingual education waivers at their school sites during the 1999-2000 academic year.

Data Analysis

Multiple regression techniques were used for this study, with the dependent variable being the number of waivers for bilingual education. Inter-correlations among measures of parent choice for their English Learner child, school bilingual program, background characteristics and teacher qualifications and preference for their English Learners were calculated. The analysis also looked at the similarities and differences of the groups of schools using ANOVA and chi-square.

Results

The principal goal of this study was to determine which factors were associated with the bilingual waivers. The first section provided Chi-Square analysis of the characteristics pertaining to teacher and administrators at the sampled schools. The researcher found the data used to analyze the variance in proportion of waivers in district and State databases. The second section reported a path model analysis.

Characteristics of High, Medium, and Low Waivered Schools

It was found that there were several significant characteristics of schools that were described as high, medium, and low waiver.

Table 2: One Way ANOVA of Variables at High Medium and Low Waivered Schools in Study

Waivered	High		Medium		Low		ANOVA	
Schools	N = 10		N = 10		N = 10		F (2, 28)	p
	M	SD	M	SD	M	SD		
School Variables								
1999-2000 Enrollment	1320	392	1278	393	1341	232	.543	.587 NS
% ELs on Bilingual Waivers	50.4	9.1	28.0	6.1	2.2	3.3	133.8	.000
% English Learners	72.1	7.8	72.1	9.4	70.0	4.8	1.64	.213 NS
% Fluent English Proficient	9.7	3.6	9.8	4.7	6.5	2.7	2.46	.104 NS
% Reclassified Fluent English Proficient	10.0	2.7	7.6	3.9	6.6	3.4	2.61	.091 NS
2000 base API	442	39.6	448.7	43.6	425.7	32.6	2.05	.305 NS
2000 CA State Rank	1.2	.41	1.1	.33	1.0	.00	2.33	.120 NS
2000 Similar School Rank	3.8	1.3	3.3	1.9	1.5	.71	.645	.543 NS
Student Variables								
% African American	1.2	1.87	5.0	5.7	17.8	9.25	18.7	.000
% Hispanic	94.6	4.8	92.0	6.1	79.5	7.1	17.6	.000
% on Cal Works	31.0	9.3	25.6	9.2	39.9	9.0	8.57	.001
% on Free or Reduced Lunch	91.0	7.3	91.3	6.8	93.7	6.7	.451	.642 NS
Teacher Variables								
% White	7.9	5.86	4.8	3.2	6.2	4.05	.267	.000
% Asian	30.0	11.9	30.7	13.2	26.0	6.86	2.07	.000
% Hispanic or Latino	53.1	13.2	47.6	14.2	33.9	10.6	6.38	.000
% African American	5.20	5.45	9.50	7.11	27.2	11.8	31.5	.000
Years Educational Service	10.2	1.9	10.1	1.9	8.5	1.9	.84	.65 NS
Years in District	9.4	1.9	8.9	1.7	7.4	1.7	.69	.76 NS
% w/ BCLAD Credential (n = 655)	41.8	11.7	32.7^{ac}	8.5	20.1^{ab}	11.0	9.80	.001
% w/ CLAD Credential (n = 348)	16.9	7.4	16.6	3.8	16.7	6.1	.074	.929 NS
% w/ SB 1969 Permit (n = 158)	6.4	4.3	7.0	4.4	9.7	6.4	1.11	.345 NS
% w/ No Authorization (n =939)	34.9	12.3	43.7^{ac}	6.9	54.5^{ab}	10.8	8.26	.002
Administrator Variables								
% Hispanic	49.3	22.9	44.2	26.3	32.4	33.5	.964	.394 NS
% African American	9.9	15.9	23.3	41.7	23	23.7	.686	.512 NS
% White	33.6	28.9	18.1	20.0	8.7	21.4	.783	.467 NS
% Asian	2.5	7.9	3.3	10.4	10.3	18.4	1.11	.343 NS
% w/ BCLAD Credential	47.1	14.9	41.2	9.1	11.8	5.4	3.2	.05
% w/ No Authorization	16.7	12.7	25.0	11.7	58.3	13.2	.20	.06

Table 2-Note: BCLAD = Bilingual Credential of Language Acquisition and Development; CLAD = Credential of Language Acquisition and Development; SB 1969 = Senate Bill 1969 allowed teachers to take 45 hours of training on English Language Development strategies classes to meet minimum State compliance; No Auth = No Authorization to teach English Learners.

Note. Means in a row sharing subscripts are significantly different. Table 3 presents an intercorrelation matrix of the relevant variables.

Among the issues that continue to come into question is whether policy implementation of a language program dealing with bilingual education can actually draw neutrality from the policy implementers. If we look at the waiver process and the proportion of waivers requested and granted, in Los Angeles only 5% of English Learners are on bilingual waivers while the State average has remained slightly over 10%. It is clear that depending on who the administrators were, would determine what policy was implemented.

The researcher concluded that the major findings distinguishing high and medium waivered schools from low waivered schools were:

1. High and medium waivered had more teachers and administrators who held bilingual credentials.
2. Administrators at high and medium waivers had knowledge and a positive attitude toward bilingual waivers.
3. High and medium waivered schools had significantly higher achievement levels as measured by California's Academic Achievement Index (API).
4. High and medium waivered schools had significantly higher rates of Hispanic administrators and teachers than low waivered schools.
5. Low waivered schools had significantly higher rates of families receiving government economic support through Cal works (formerly AFDC).
6. Most high waivered schools were clustered in areas with higher proportion of Hispanic populations.
7. High, medium and low waivered received the same material information and Literature but it was received and used differently.

In sum, this study suggests that the number of waivers at schools in California, after the implementation of Prop. 227, was related to factors other than children's academic language characteristics. It is important to note that Hispanic/ Latino voters voted against Prop. 227 with a 62 to 38% percent margin. However, although their children are the most affected, they have the least say when it is time to select a language program of their choice. This suggests the need for a closer examination of how the policy was implemented in this specific case, and also suggests that policy implementation research needs to take into account the social and political dimensions of the process. ■

Photo Alessandro Bolis

Table 3: Intercorrelations for Dimensions of Waivered Schools

Variable	1	2	3	4	5	6	7
1. ELs on Bilingual Waivers	--						
2. Reclassified English Proficient Students	.39	--					
3. Similar Schools Academic Performance	.45	.23	--				
5. Access for parents to get waivers	.41	.34	.57	--			
6. Students on CalWorks (SES measure)	.39	.26	.43	.34	--		
7. Staff Attitudes toward waivers	.54	.21	.34	.24	.14	--	
8. Staff Knowledge about waivers	.52	.37	.29	.28	.24	.87	--

Table 3–Note: All coefficients are significant at $p < .01$

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Gustavo Ortiz-Escalante, University of Southern California, associate researcher at the Center for Multilingual and Multicultural Research.

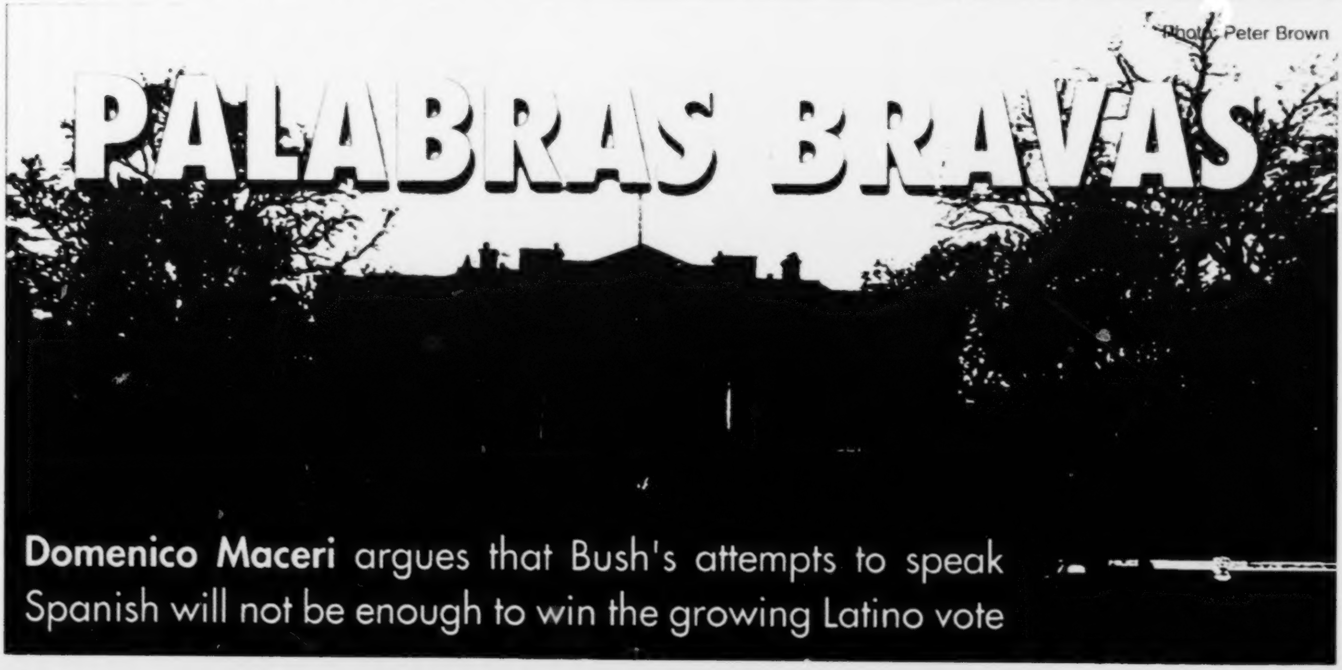

Photo: Peter Brown

PALABRAS BRAVAS

Domenico Maceri argues that Bush's attempts to speak Spanish will not be enough to win the growing Latino vote

Democratic presidential candidate Al Sharpton reminded Latino elected leaders at a recent forum in Phoenix, Arizona, that George W. Bush is wrong in both English and Spanish. Sharpton did not speak Spanish at the meeting but the other Democratic presidential hopefuls did as they made a symbolic gesture to capitalize on the increasing Latino vote.

The latest figures from the US Census Bureau reveal that as of 2002 there were 38.8 million Latinos in the country, representing 13% of the entire population. It is expected that the number of Latino voters will reach 14 million in the 2004 election, twice the number of 2000.

That is very good news for Democrats for a number of reasons. A survey conducted by the Pew Hispanic Center and the Kaiser Family Foundation found that 49 percent of Latinos are registered Democratic, 20 percent Republican, and 19 percent independent. And if independents who "lean" to one of the two parties are taken into account, the figures become 56 Democratic, 25 Republican, and 7 independent. The exception is Cuban Americans, but that is not a very significant number since they represent only 4% of the Latino population. Asked about who is more concerned about Latinos, the same survey found that Democrats beat Republicans by more than 4 to 1.

The issues dear to Latinos suggest areas which could labeled "Democratic turf." The top three concerns for Latinos are education, economy, and Social Security.

Which party can better deal with the economy? Again, the survey found Latinos favor Democrats (53%) over Republicans (27%).

Healthcare for all is also an important issue on which Republicans get low marks from Latinos. Although Latinos make up only 13% of the US population, they represent 35% of the uninsured.

President Bush's tax reductions in each of the last three years leave Latinos cold. Lowering taxes is not a major concern for Latinos. In fact, more than 55% would be willing to pay higher taxes to receive government services.

On social issues Latinos are more conservatives than whites, which should provide an opening for Republicans. Yet, Latinos are not much more socially conservatives than African Americans. Since African Americans vote largely for Democratic candidates, would the issue be enough to push Latinos to behave any differently?

In the presidential race there is also bad news for Republicans among Latinos. Another recent survey by Bendixen and Associates for the New Democrat Network found that Latinos favor a generic Democratic nominee over George W. Bush by 14%. When all voters are taken into account, on the other hand, the generic Democratic nominee is running 10 points behind the President.

Bush did a little better than previous Republican presidential candidates with Latinos in the 2000 election, receiving 35% of their votes. But since he has been president he has done little that may improve on that record. Although he had floated a number of proposals to improve the status of undocumented workers in the US and regulate the flow of migrants from Mexico, little has changed. The relationship with Mexico has been cool particularly in light of Vicente Fox's lack of support for the Iraqi war.

In essence, Bush has given Latinos little reason to vote for him. It's no wonder that a recent New York Times/CBS News poll found that only 21% of Latinos would reelect him. That is not to say he could not turn things around and peel Latino votes away from Democrats. If he nominates Alberto Gonzales, his White House counsel, to the Supreme Court, Bush could point to something very visible that could sway Latinos. However, the nomination of Gonzales is not without risks because he is a moderate and the right wing of the GOP has already come out against such a move.

Barring some significant change, Bush may have little left except to use his limited Español since language is an important issue for Latinos. The *New York Times*/CBS poll found that 1/3 of Latinos would be more likely to vote for a candidate who speaks Spanish. The danger is that in the absence of substance, what Bush will say could be easily interpreted as empty *palabras*.

Of course, the election is still a while away and things can change considerably. As of now, the best hope Republicans have with Latinos is if the Democrats rest on their laurels and Latinos stay home on election day. ■

Domenico Maceri (dmaceri@hotmail.com), PhD, UC Santa Barbara, teaches foreign languages at Allan Hancock College in Santa Maria, CA. His articles have appeared in many newspapers and some have won awards from the National Association of Hispanic Publications.

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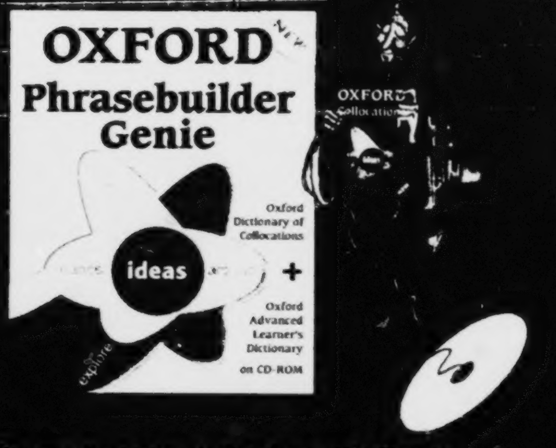
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INFORMATION FOR LIFE'S TRANSITIONS

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Reading Between

Recreational reading is the key to language acquisition and literacy, according to numerous research studies, so **Daniel Ward** reports on an exciting initiative that encourages children to read.

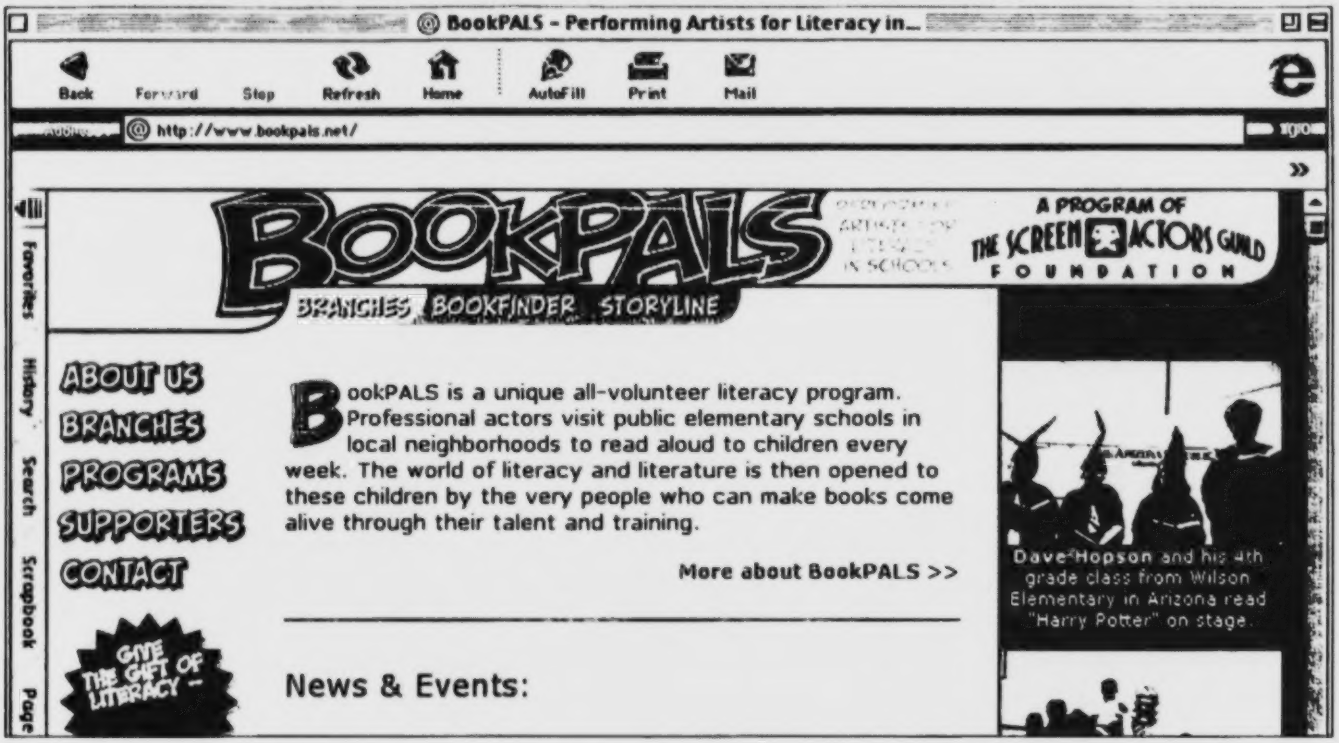
Hollywood stars and BookPALs Sean Astin and Elijah Wood.

All across the nation, volunteer programs are being established to encourage children to read, but few are led by experienced teachers and only two can rally virtually any Hollywood star to the cause. BookPALS and Storyline are lucky enough to have Ellen Nathan, a teacher of 25 years, as their national program director and be projects of the influential Screen Actors Guild (SAG) Foundation.

According to the Verizon Foundation, which funds the initiatives, nearly 92 million Americans have low or very low literacy skills. The BookPALS program includes actors sharing their talents through classroom visits and Storyline Audio by telephone. Last summer, the SAG Foundation and the Verizon Foundation launched Storyline Online, an Internet streaming video program featuring actors reading children's books aloud. The program also includes a lesson plan and activity guide.

Husband and wife BookPals Bradley Whitford (left), of the hit TV show, *West Wing*, and Jane Kaczmarek, of *Malcolm In The Middle*.

Nathan experienced first-hand the difference that a love of reading can make through years of teaching in difficult circumstances in Pacoima, CA, "Although the students came from homes with the lowest family income, had some of the lowest test scores in the district and lived in a neighborhood with the highest gang activity, I never 'burned out' or considered leaving the profession. My students were the gentlest, most caring and respectful children I could ever ask for. Our favorite time of the day was after lunch when I read aloud to them and they had the opportunity to read silently to themselves from a book of their choice. My goal was to create lifetime readers who would experience the joy books have provided throughout my life. I still hear from some of my students who have not forgotten the hours we spent together enjoying *Charlotte's Web, Where the Red Fern Grows, The Boxcar Children, Sarah,* Plain and Tall and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BookPALS is a unique all-volunteer literacy program. Professional actors visit public elementary schools in local neighborhoods to read aloud to children every week. The world of literacy and literature is then opened to these children by the very people who can make books come alive through their talent and training.

More about BookPALS >>

News & Events:

Dave Hopson and his 4th grade class from Wilson Elementary in Arizona read "Harry Potter" on stage.

the Lines

many, many more."

When Marcia Smith, executive director of the Screen Actors Guild Foundation asked Nathan to become the national program director for BookPALS, she accepted because "it was an opportunity to share my knowledge and experience regarding the value and importance of reading aloud to children."

Former Vice President and now BookPAL Al Gore.

BookPALS

BookPALS is founded on a clear premise: "In order for children to learn to read—especially if they are non-native English speakers, or are not read to at home—they must experience the magic of books and develop a love for reading. The art of story telling is an actor's craft... no one brings life to a book better than an actor."

The BookPALS team consists exclusively of professional actors, who read aloud to children at public elementary schools in at-risk neighborhoods, helping introduce them to the world of reading and literacy. Founded in 1993 by actress Barbara Bain, the original chapter has grown to 20 cities across the United States, where volunteers read to more than 100,000 children each week.

> "In order for children to learn to read—especially if they are non-native English speakers, or are not read to at home—they must experience the magic of books."

Each BookPALS school provides an onsite liaison. The school liaison can be a teacher, principal, librarian or community volunteer. The choice of the reading material is left to the reader and the teacher to decide. Bibliographies for grades pre-K through 6 are given to each reader. However, the school is responsible for providing the reader with access to school library books. BookPALS are also encouraged to check books out of their local public library.

Readers come to class once a week for thirty minutes. Teachers can talk to them about what the class is doing, as most actors are happy to make their visits relevant to the curriculum.

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from p.25

Teachers are asked to remain in the classroom with during the visit to assist students that may have special needs and to evaluate the program.

Storyline

Storyline gives children the opportunity to hear a book read by an adult 24 hours a day, seven days a week through the Internet or over a telephone line. The idea is that professional actors serve as role models for parents to read to their children. Reading with enthusiasm and varying voice tones helps hold a child's attention. Parents who listen to stories with their child learn tools for making their own storytelling more fun.

Each month, the SAG Foundation selects a curriculum of books with a different theme. BookPALS readers, who have been trained to use their voices with expression, record a new story each week. A schedule of the selections is published each month, in order to make it possible for children to check a featured book out of the library or purchase the book to read along. Phone numbers are available in Los Angeles, Arizona, Minneapolis, Florida and Las Vegas (if you call from outside one of these area codes, long distance charges may apply).

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(954) 351-4878
Los Angeles
(323) 374-2444
(310) 623-5777
(818) 239-3111
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National BookPALS Administrator, Nurit Siegel, plans to extend the service nationwide through the provision of toll-free numbers but has yet to secure funding for the move. Ironically, Verizon are barred from providing the toll-free service through federal telecommunications regulations, so Siegel is seeking support from other commercial sectors.

Amanda Bynes of the *The Amanda Show* is also a BookPAL.

> "Storyline gives children the opportunity to hear a book read by an adult 24 hours a day, seven days a week through the Internet or over a telephone line."

Storyline Online is an on-line streaming video program featuring SAG members reading children's books aloud. The initial line-up comprised of readings from Sean Astin (*Lord Of The Rings*), Amanda Bynes (*The Amanda Show, Big Fat Liar*), Jane Kaczmarek (*Malcolm In The Middle*), Tia and Tamera Mowry (*Sister, Sister*) and Bradley Whitford (*The West Wing*). The program is geared towards elementary school age children and offers books of various themes by award-winning authors.

Storyline Online's 2003 line-up showcases readings by Elijah Wood (*Lord Of The Rings*), Melissa Gilbert (*Little House on the Prairie* & SAG President), Esai Morales (*NYPD Blue*), Bonnie Bartlett & William Daniels (*St. Elsewhere*) and former Vice President Al Gore.

The program offers books of various themes by award winning authors, including renowned children's author Bill Martin Jr. "America's favorite children's author", and prolific children's authors John Archambault and Nina Laden.

For more information, or to request a BookPAL for your classroom, please call or e-mail Ellen Nathan at (323) 546-6709 (enathan@bookpals.net) or visit http://www.bookpals.net ■

Daniel Ward is the executive editor of Language Magazine.

Photo: Kenneth C. Zirkel

OPENING THE READING DOORS

Steven Donahue evaluates a new systematic means of approaching college textbook material to help students be more efficient in their reading and studying

Reading Revolution

"If David Letterman had a 'Top 10' list of what students' reading needs were", Joe Cortina, co-author with Janet Elder of *Opening Doors: Understanding College Reading* (McGraw Hill) notes," they would include locating the main idea, following printed directions, and using study time efficiently." *Opening Doors* is an intermediate-level text for ESOL, Developmental Reading and Reading and Study Skills courses and marvelously presents a systematic way of approaching college textbook material to help students be more efficient in their reading and studying.

Cortina and Elder are reading professors in the Human and Academic Development Division at Richland College, a member of the Dallas County Community College District (DCCCD). And their text has opened up the reading doors to a myriad of ESL and remedial students by equipping them with traditional reading skills such as prediction, as well as providing an academic skills grounding that makes students successful readers, such as study habits or how to examine a college text.

Everyone is discussing the national reading problem, but exactly what is 'reading?' Cortina and Elder define reading as being composed of 5 related aspects:

1. Reading is Thinking.
2. Reading depends on Prior Knowledge.
3. Reading depends on Prediction.
4. Reading is Interactive.
5. Reading is a Purposeful Activity: Leisure, Study, etc.

De-Mystifying Reading

Opening Doors has been proven in the reading battlefield at DCCCD, where almost 5,000 students are enrolled each semester in developmental reading courses and 2,000 students in ESOL reading courses. Opening Doors is a dual-use text that is used on both the developmental and ESOL side.

Cortina explains, "'De-mystifying' is not a word that teachers would use with students in the classroom, but that is the very object of *Opening Doors*." *Opening Doors* is one of the easiest reading texts to use and it lends itself to frequent multiple choice tests, with or without the aid of 'quiz strips,' so that students are kept on their toes as they pace through the book's reading program. *Opening Doors* is also addressed toward the important reading sub-skills of Vocabulary acquisition, gaining Basic Comprehension, achieving Critical Reading & Thinking, and inculcating essential Study Skills.

Opening Doors is designed for develop-

continued p.28

mental readers, but includes only college textbook excerpts and other materials students would be likely to encounter in college—the "real thing," actual college textbook material. The selections have been extensively field tested at DCCCD and include material that is interesting, informative, and appropriate. The text includes 27 full-length selections from both textbooks and popular sources, plus two complete textbook chapters

Top 10 Reading Needs List

What is included on the 'Top 10' wish list of reading teachers? Cortina and Elder polled reading teachers and derived the following list:

Essential Reading Skills Identified by Content Area Instructors

1. Locating or determining main ideas
2. Following printed directions
3. Using study time efficiently
4. Summarizing key ideas
5. Identifying supporting details
6. Organizing ideas by classifying
7. Reading for a specific purpose
8. Formulating generalizations
9. Recognizing the sequence of events
10. Taking notes in class

> "*Opening Doors* treats reading, not as an isolated island, but also serves as a bridge between the related skills of reading and writing."

"What's interesting," Cortina explains, "is that 'Using study time efficiently' is number three on the list and this is not a specific reading skill." He elaborates, "Students report that 'We don't have time to read'; 'Teachers report that students are not organized about their study habits.'"

Opening Doors treats reading, not as an isolated island, but also serves as a bridge between the related skills of reading and writing and explains the difference in parlance between the two disciplines with text features.

SHARED TERMINOLOGY

READING	WRITING
Topic	Subject
Stated Main Idea	Topic Sentence
Supporting Details	Support
Paragraph Patterns	Organization
Author's Purpose	Purpose
Intended Audience	Audience
Author's Point of View	Argument / Bias

Lack of vocabulary can be a hurdle for reading students. As Cortina notes, " In Arabic, there are many ways to say 'camel' but only one way to say 'ice.' *Opening Doors* addresses the vocabulary-building needs of the students with frequent exercises, a lavish glossary, and word-root sections."

Chock-Full of Features

Opening Doors addresses all the learning styles: Visual, Auditory, Tactile, and Kines-thetic. Students are asked to write summaries of what they have just read, tasteful colors and text features make de-coding easy, and the reference materials

are superb. The *Opening Doors* CD is designed to provide seamless instruction to the student. Each text is packaged with a free student CD-ROM and contains 24 full-length selections from both textbooks and popular sources, plus 2 complete textbook chapters.

Cortina notes, "Students get their money's worth from *Opening Doors* and its lessons have made many successful college students." While the scope of the text is broad, the focus is ultimately on comprehension. Comprehension skills are introduced early in the text and are integrated throughout subsequent chapters, so that students learn how to apply them. (Part II, Comprehension) provides an emphasis on main ideas and essential supporting details. Overall the book gives thorough attention to skills that range from predicting and questioning actively, to selecting, organizing and rehearsing textbook material to be learned for a test. In Part III, students learn how to use textbook features to full advantage, how to underline and annotate textbook material, and how to organize material in writing so that it can be mastered for a test.

In conclusion, *Opening Doors* is designed to help ESOL college students move from a pre-college reading level to a college reading level. It presents a systematic way of approaching college textbook material that can make students more efficient in the study skills integral to their college success. And it provides an integrated solution to the 'Top 10' wish list of reading teachers. ■

Steven Donohue is features editor of *Language Magazine*.

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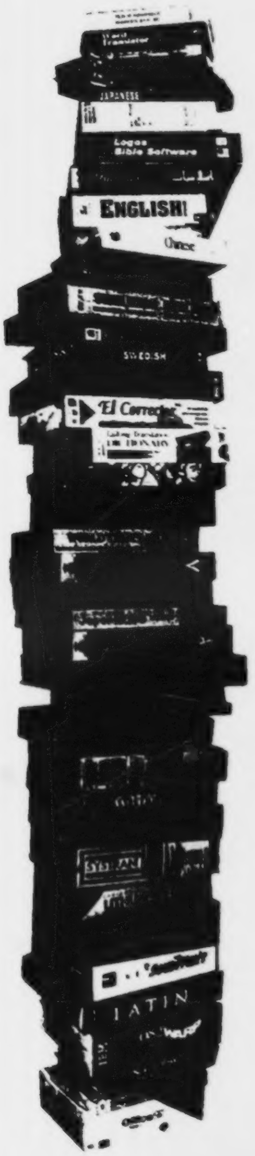

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A regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their particular platform. For the purposes of this column, minimal computer skills means the ability to create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Lessons for the One-Computer

Scotch
Bag Tags
BARRY DARIN
BARRY DARIN
BARRY DARIN
BARRY DARIN

Illustration 1

Project #24 Luggage Tag!

Students use *Microsoft Publisher* or *Microsoft Word* to create a luggage tag with their name, address and telephone number on it. This project is excellent for beginning ESL students. Beginning Low students use the tags to practice asking about names and addresses. Beginning High students can also use the luggage tags as the basis for conversations about possession.

Step 1) Prepare a luggage tag that students can view as an example. The model for this project should look something like illustration 1 above. The instructions that follow are for *Microsoft Publisher*, but *Microsoft Word* or any other word processing program can also be used. I like to purchase or have the students purchase actual luggage tags to give the final product a "finished" professional appearance. And of course, if done correctly, the students will have an actual luggage tag that they've created that they can attach to their book bag, purse or an actual suitcase at home.

Step 2) Introduce the project by showing your completed luggage tag to the whole class. It's fun to create a little mini-drama by pretending to have found a briefcase, computer bag or backpack without a name tag outside of the classroom, feeling sad at not being able to return the nice items inside to their owner and then working with the class to elicit suggestions about preventing a similar occurrence from happening to them. Hopefully, one of the students will come up with the idea of using a luggage or name tag and you can segue smoothly into the project. Of course, if they don't come up with the idea on their own, than you can always suggest it!

Step 3) Discuss the importance of being able to say and write your name and address or being able to understand somebody else's

BEST COPY AVAILABLE

name and address correctly.

Classroom

Step 4) Introduce or review basic operations and functions in Microsoft Publisher or Word depending on the program you intend the students to use. Review replacing text, changing font sizes, saving a document, and other necessary procedures. Repeat all of the actions several times. Have students call out the steps of the process as a comprehension check before assigning a student or students to the computer to work on their own luggage tags.

Step 5) Students work on their individual projects.

Step 6) As students complete their work, check the final product and save it before printing it. If they are using actual luggage tags or name tags, they can insert the printed information into the name tag and attach it to an actual bag or other item.

Step 7) Review appropriate language, vocabulary, and grammatical structures for asking about names, addresses and phone numbers and possession if you intend to have your students practice talking about ownership.

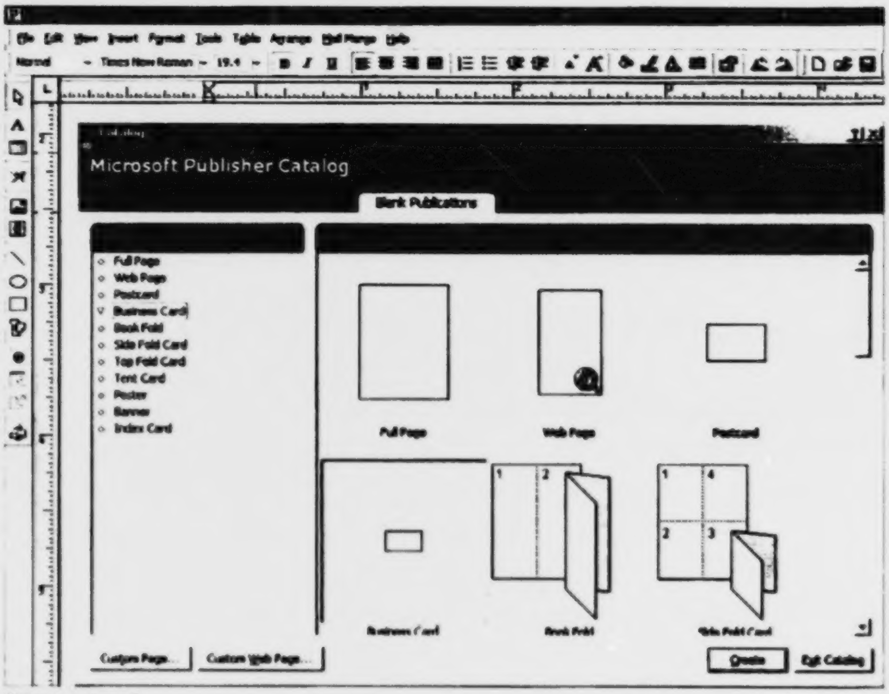
Step 8) Students work in pairs or groups to practice their conversations.

Steps for creating a luggage tag in *Microsoft Publisher*

Step 1) Start *Publisher*. The "*Microsoft Publisher* Catalog Wizard" starts up automatically. Click on the "Blank Publications" tab and then again on the "Business Card" option and then again on "Create". (See illustration 2 below) A new blank page will appear with a work area that's business card size and a few layout lines to help line up the text. You could also just choose a blank document but business card size works well with luggage tags also.

Step 2) Once the blank work area opens, type the name, telephone and address information on the card in the appropriate areas. Use large font sizes to fill up the space. The finished card should look something like

continued p.32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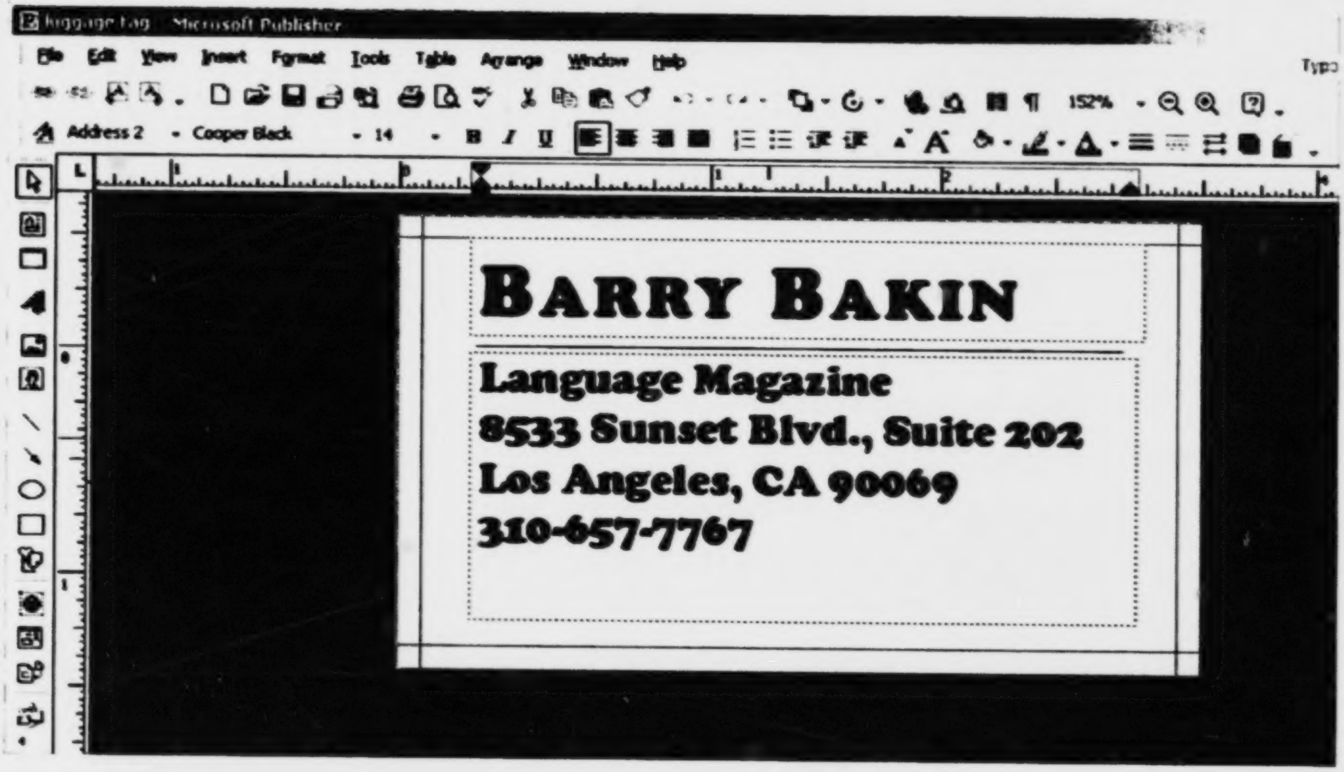
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BARRY BAKIN

Language Magazine
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> "Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow."

from p.31

Illustration 3 above. More advanced students can also experiment with different type faces or ClipArt.

Step 3) Save and print the luggage tag. For variety, print the luggage tags on bold-colored card stock.

Sample Conversations

Sample 1:

Student A:	I found this briefcase!
Student B:	Is there a name on it?
Student A:	Yes! Here's a name tag.
Student B:	Great! Let's call right away. What is the name on the tag?
Student A:	Michael Jones.
Student B:	And what is his phone number?
Student A:	310-555-1212.

Sample 2:

Student A:	Is this your bag?
Student B:	It looks like my bag. Check the name tag.
Student A:	Oops! It says Mary Rivera. It isn't yours.

Tips for working with computers and beginning students (individually at the computer or in groups)

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes. Remind more advanced students to save their work themselves.
- Be patient since beginning students are also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a folder to help you organize the completed projects. For this project, call the folder "Luggage Tags". As each student finishes, save the project in the same folder. You can also create a "Luggage tag booklet", which is simply one document with all of the students' individual luggage tags pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. ■

Barry Bakin is an ESL teacher and teacher advisor in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center and trains ESL teachers to integrate computers into ESL instruction.

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NACOL Names Director

THE BOARD OF DIRECTORS for the recently formed North American Council for Online Learning (NACOL) has announced the appointment of their first Executive Director, Timothy K. Stroud.

Stroud is charged to carry out the mission and vision of NACOL which will provide leadership and direction for students and teachers interested in pursuing online educational opportunities in the K-12 education community.

NACOL was created in response to the rapidly growing demand for information on online learning amongst and defines its role with the following objectives:

- Facilitation of the sharing, collection, evaluation, and/or dissemination of information resources and materials.
- Facilitation and dissemination of research, and identify research needs.
- Maintenance of ongoing advocacy and public policy that supports activities and legislation that removes barriers and supports effective online teaching and learning without respect to space and time.
- Development and facilitation of national K12 online learning standards.
- Creation of the voice of K12 within the larger education community with effective marketing, communications, and public relations activities.
- Assistance and facilitation of funding efforts for online K12 learning.
- Facilitation of professional development for teachers.
- Identification and development of future directions in K12 online education.
- Networking and identification of collaborative opportunities with other professional K12 organizations.
- Development of educational initiatives that incorporate online learning and ways that transform positive learning outcomes for students.

Stroud will lead NACOL relying upon an extensive practical and policy background in K-12 learning. Most recently, he served as the Assistant Director for Educational Issues at the American Federation of Teachers (AFT) in Washington, D.C. where he primarily focused on education technology policy issues, but most specifically on the development of online professional development opportunities for public school teachers. Prior to his work with the AFT, Stroud served as a special assistant to former United States Secretary of Education, Richard Riley, legislative assistant to former Congressman Tony Coehlo (CA), and staff assistant to Senator Dennis DeConcini (AZ). Stroud also spent seven years working in the Fairfax County Public Schools as a high school social studies, speech, and debate teacher earning recognitions as an outstanding teacher and coach from organizations like the Readers Digest National Teacher of the Year program, Governor's School program(VA) and the National Forensics League.

Allan Jordan, Chair of the NACOL Board of Directors, in announcing Mr. Stroud's appointment said, "We are confident that Mr. Stroud's background and experience in developing solid initiatives that bring together public and private education sector key players will help NACOL to take the lead in the conversations surrounding K-12 online education. As our public schools address new challenges, NACOL, under the guidance of Mr. Stroud will bring together researchers, teachers, students, and policy makers to ensure that the development and access to quality online education becomes an immediate reality." NACOL is funded by the William and Flora Hewlett Foundation and the Bill and Melinda Gates Foundation.

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Vantage Goes Multilingual

FOLLOWING THE NATIONAL Commission on Writing's warning that writing is becoming "The Neglected R," Vantage Learning has introduced the newest version of its MY Access!(TM) online writing instructional program with multilingual support.

MY Access! 4.0 is a web-based writing environment that rapidly scores essays with accuracy greater than human expert scorers, and provides immediate diagnostic feedback to engage students and motivate them to write more and improve their composition skills. This new version includes customization features that allow teachers to align assessment with their individual state rubrics and to tailor the teaching and learning environments to the specific needs of their students. Administrators can view student writing in a new graphic reporting engine, drilling down on specific weak and strong skills, by domain. The highly prescriptive feedback and support used to develop student writing skills are cornerstones in achieving adequate yearly progress (AYP) in writing.

MY Access! 4.0 features enhanced multilingual support that allows educators in diverse classrooms to respect the unique requirements of their students. Students whose native language is Spanish can submit their essays in English, but receive feedback in Spanish. The IntelliMetric engine understands the most common mistakes many native Spanish language students make when writing in English, and it feeds the diagnostic information back in students' native Spanish tongue, thus helping them improve their English writing and meet state writing standards.

The MY Access! technology is consistent with the Educational Leadership Council's focus on the student and student achievement. Version 4.0 helps schools meet new federal mandates showing annual yearly progress (AYP) as required by the No Child Left Behind Act.

Go to www.vantagelearning.com for further information. ■

PERFECT GUIDE TO PARTICIPATION

***Making It Happen: From Interactive to Participatory Language Teaching*. Third Edition. Richard-Amato, Patricia A. (2003). White Plains, NY: Pearson Education, Inc.**

THIS IS AN INVALUABLE handbook for ESL and foreign language teachers who wish to explore classroom practices based on interaction and mutual development. Richard-Amato focuses on psycholinguistic and sociocultural theories as they pertain to language learning and acquisition, and also provides much useful information about methods and activities. Rather than setting up dichotomies between transformational and transmission models, she encourages teachers to pick and choose among various strategies based on their own immediate needs and experiences. She provides clear summaries of the theoretical bases of ESL issues such as the nature of acquisition, the role of interaction, and participatory language teaching, thus giving readers easy access to the theories that support or question current methodologies, and allowing them to make informed decisions from a broad perspective. Her final goal is to provide resources for teachers to develop participatory classroom environments that are accepting, encouraging, and lead effectively to acquisition and development.

The book is divided into five parts. The first part deals with theoretical considerations, the second with methods and activities, the third with practical issues in program development, as well as useful criteria for evaluating textbooks, computer programs, videos and film, while the fourth part takes a detailed look at various successful ESL and foreign language programs. The fifth part—Related Readings—presents important articles by Alastair Pennycook and Sonia Nieto that confront issues of cultural politics and identity in the ESL classroom. Individual chapters investigate topics such as assessment and standards, physical involvement in language learning, chants, music, and poetry, and ways to promote literacy development. Richard-Amato also clears up some common misunderstandings about participatory teaching, such as that teachers must surrender their authority or that they must abandon all hope of meeting standards.

Each chapter is laid out with schema-activating questions at the beginning and projects for discussion and reflection at the end. The content is presented attractively and logically, with useful charts and examples. Richard-Amato does not limit herself to an neutral presentation, but also evaluates and places in context the theories and methods she discusses, noting, for instance, the advantages and disadvantages of Krashen and Terrell's natural approach, and tracing its influence and development since it was first proposed. In the chapter on tools for teaching languages, she discusses textbook selection in light of the Episode Hypothesis, which states that texts whose discourse is consistent with our own experience, and whose dialogue is motivated and logical, will be easier to understand and assimilate. This natural wedding of theory and practice is characteristic of the book as a whole, although Richard-Amato's emphasis is always on enabling her readers to decide for themselves, rather than accept any theory on its own authority.

As I read this book, I was able to evaluate my own classroom practice, and also became enthusiastic about applying Richard-Amato's insights and methods to my own classroom. There is little information on pronunciation, but other than that, Richard-Amato's handbook is a comprehensive, elegantly written, and accessible guide to participatory teaching and learning. ■

Kenneth Moore is a recent graduate of the Master's program in TESL at California State Polytechnic University Pomona. He has taught at Chaffey Community College, and has recently moved with his wife to Pennsylvania, where he will continue to teach ESL at the community college level. His research interests include contrastive rhetoric, pragmatics, and the use of music as a teaching tool.

STUDENTS LEARN BY PICTORIAL ASSOCIATION

***Basic English for Everyday Activities: A Picture Process Dictionary*. Zwier, Lawrence. Illus: Nozumi Kudo. New York: New Readers Press, 1999. 96 p. ISBN: 1-56420-284-4. price n/a. Low-beginning.**

***English for Everyday Activities: A Picture Process Dictionary*. Zwier, Lawrence. Illus: Nozumi Kudo. New York: New Readers Press, 1999. 96 p. ISBN: 1-56420-222-4. price n/a. High-beginning/low-intermediate.**

PUBLISHED BY New Readers Press, Lawrence Zwier has released a two book series of soft-covered text books to help low-beginning to low-intermediate students become familiar with the language associated to everyday activities. The texts serve as a dictionary with illustrations and captions that explain the process of each activity. The *EEA* books can be used in ESL/EFL programs as a part of classroom instruction and as a guide for students to study on their own.

Both texts are arranged into six sections; each section focuses on some aspect of everyday life. Each chapter is about a specific process and contains "Key Vocabulary" lists and "For Special Attention" boxes that help increase the students' knowledge of the language. The Basic *EEA* contains charts on common measurements, days, months, and numbers; a vocabulary index; and a chart for the irregular verbs, Be and Have. The first four sections provide helpful notes on simple present, simple past, and simple future. There is an appendix on American and Metric measurements, a vocabulary index, and charts on irregular verb forms. The practice exercises for these books include templates, "Processes: My Own Way," so students can create their own versions of daily activities.

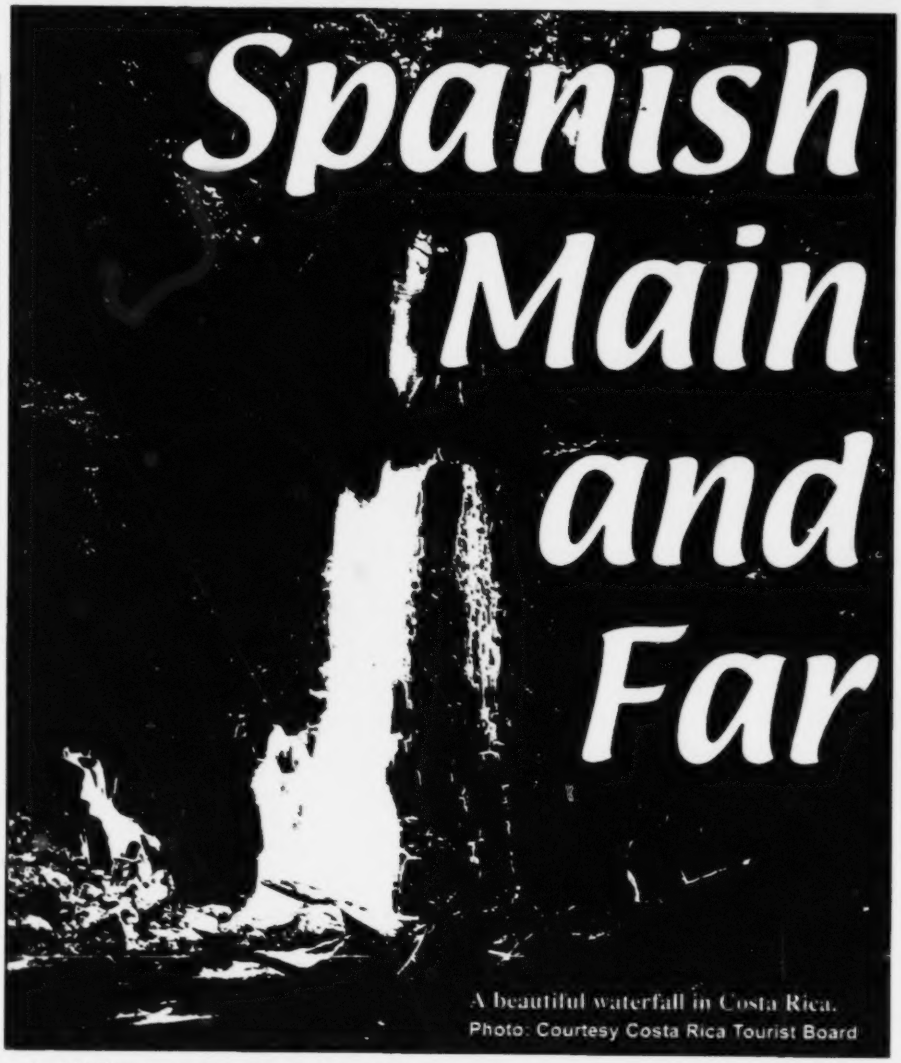
Supplementary audio versions of the books are available to reinforce the relationship between spoken and written forms. Other materials include listening activity books and workbooks to accompany the student texts. When used with the supplementary materials, the *EEA* books are an effective tool for teaching students with different learning styles. Plus, these texts can be individualized to students' abilities and experiences because the chapters are independent of one another, and teachers may find these books to be a valuable addition to their regular texts and materials.

The *EEA* texts could be improved, however, by adding vocabulary glossaries that establish basic definitions for the words used in the books. The absent glossaries may increase students' anxiety levels because there are no explicit definitions for the words or pictures they see in the books. Overall, both *EEA* editions are user-friendly texts that aid students' development with language learning. Zwier's books concentrate on building the students' event schemata, focus on the most essentials steps of each process, and provide explanations for verb forms. The colorful illustrations assist students in learning new vocabulary by pictorial association, and the clean, organized design is easy to follow. These texts are a welcome supplement to ESL and EFL classrooms. ■

Janet Nau is an English/ESL tutor at Cypress Community College in Cypress, California, and she is currently working on a graduate degree in English with an emphasis on TESL at California State Polytechnic University, Pomona. Her research interests include composition topic prompts, assessment, and curriculum.

In the second part of our series on Spanish language immersion destinations, we take a look at some traditional choices and some you may not have considered.

Spanish Main and Far



A beautiful waterfall in Costa Rica.
Photo: Courtesy Costa Rica Tourist Board

Andalucia

Simon Winkler samples the delights of southern Spain

Situated in the far south of Spain, Andalucia is one of the most exciting and interesting regions of that country. Not so many years ago, this was one of the poorest areas of Europe, but nowadays, it has become the playground of Europe, attracting millions of visitors each year.

But mass tourism and a burgeoning population of ex-pats primarily from the UK and Germany has not spoilt Andalucia. The bigger cities such as Seville, Málaga, Cadiz and Granada are truly Spanish—cosmopolitan with modern amenities while retaining their local charms. It is here that one can find the authentic Andalucia, where Spanish is spoken with a distinctive gusto and is in fact, closer to the versions of the language spoken in Central and South America where the Castilian "th" sound is replaced by the soft "s".

Learning Destinations

Although Seville is the capital of Andalucia and has many attractions of its own, this article will focus on the coastal cities of Málaga and Cadiz, the resort of Marbella and the ancient Moorish capital of Granada.

Málaga: Pearl of the Mediterranean

The city of Málaga is a vibrant and lively port of just over half a million people. As the hub of the Costa del Sol, it enjoys both good weather and excellent transport connections. According to a recent newspaper article, "Málaga welcomes 1 in every 3 overseas students coming to Spain to study Spanish" (El Diario Sur, 26 August 2001). Málaga is centered on the "centro historico" with fascinating little streets and beautiful squares, including the Plaza de Merced; a home on this square was the birthplace of the artist Pablo Picasso. This month, a brand new museum dedicated to the work of Picasso will open in Málaga—it is certain to be a huge attraction for visitors to the city.

Although there are a few Spanish language schools located in the "centro historico" of Málaga, most are situated just to the east of the Alcazaba, the great Moorish fortress, in a charming area of villas and restaurants overlooking the sea.

Marbella: Resort of the Stars

Situated about 40km west of Málaga is the resort town of Marbella. Discovered in the 1970s by jet-setting celebrities, Marbella has evolved into a exclusive center for the tourism trade. Fortunately, the old town still retains its Spanish character and there are many exquisite villages that can be explored in the surrounding area including Ronda, which is about 45 minutes drive away in the mountains. If you are a golf fanatic, there are over 40 courses in the area so you could combine morning Spanish lessons with afternoons on the fairways. Marbella is a very pleasant town to stay in—a good time to visit is in June when the local feria takes place often attracting a galaxy of Spanish media stars.

Cádiz: Soaking Up History

Founded by the Phoenicians more than three thousand years ago, Cádiz has been home to the Carthaginians, Romans and Arabs until it was finally conquered in the thirteenth century. The eighteenth century were years of splendor for the city and have given present-day Cádiz a well preserved

continued p.38

Spanish in Costa Rica

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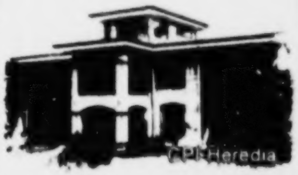
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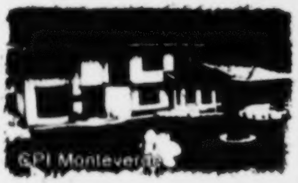
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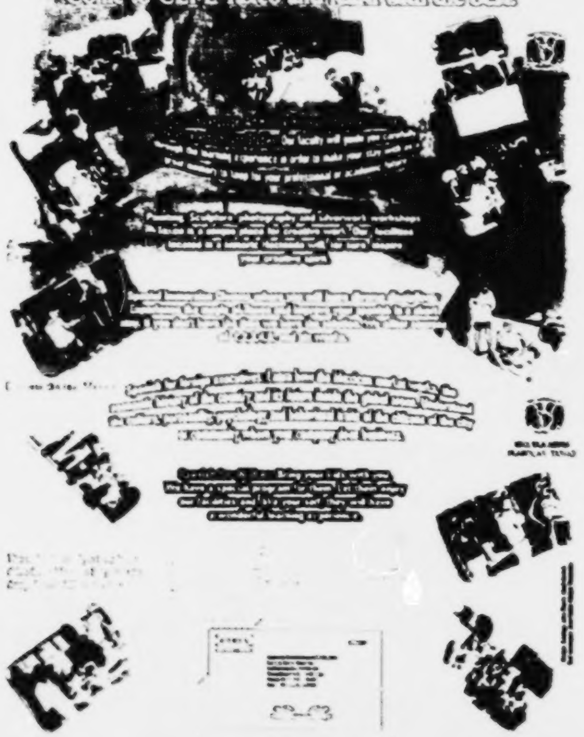


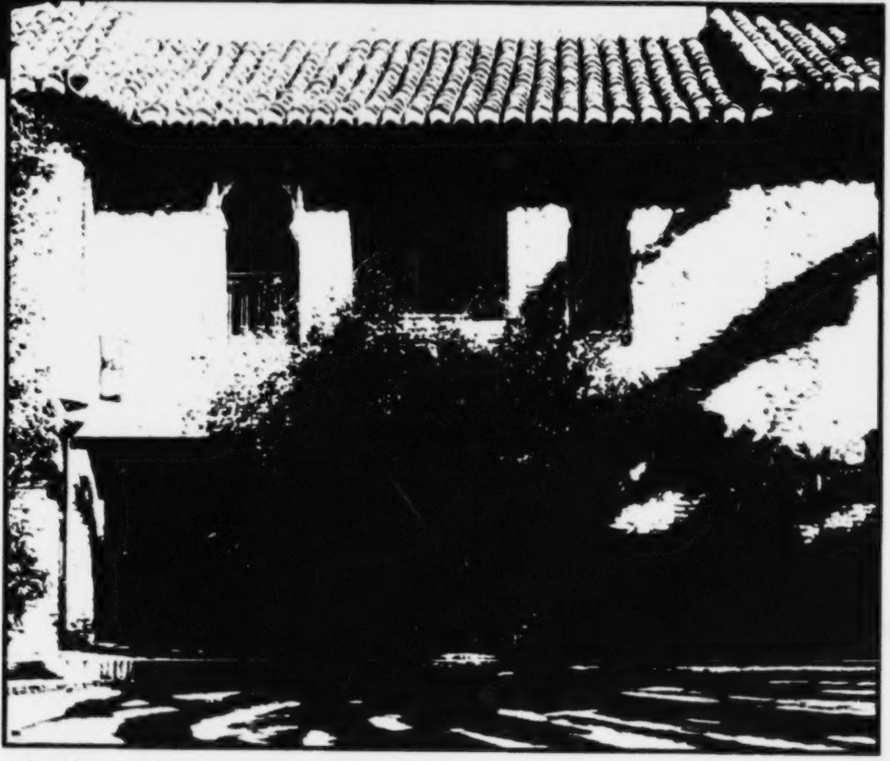
The Stone Heads in Costa Rica. Photo: Joel Evley

city center with beautiful squares, narrow streets, small palaces and stately buildings which work together to create an atmosphere which is relaxing and very Spanish. Close by to Cádiz are the picturesque towns of Jerez and Sanlúcar, as well as a number of nature reserves.

Granada: The Delights of the Alhambra

Granada is famous throughout the world for the Moorish palace complex of Alhambra. Surprisingly, Granada itself is a genuine working city with the lively quarter of the Albaicín and many opportunities to practice Spanish. Although Granada can get hot in the summer, the cool breezes of the Sierra Nevada are only minutes away, with the white washed villages of the Alpujarras beckoning the visitor.

Myrna Bracin explores some of the more unusual places to learn Spanish



Alhambra in Granada. Photo: Annette Birkenfeld

Costa Rica

Taking a Spanish language course in Costa Rica is an excellent introduction to Latin America. The country's infrastructure is sound and there is less likely to be culture shock for the visitor as there might be when going to neighboring countries. It is justly regarded as one of the safest countries in the area. The capital, San Jose, has an energetic big city atmosphere – but visitors say they are soon able to find their way around it. There is a great nightlife scene – be sure to pick up some salsa lessons!

Outside San Jose, there are many choices for the traveler whether he or she wants to spend time on the beach, visit volcanoes or visit with exotic wildlife such as the three-toed sloth and white-faced monkeys! Many of the language schools offer excursions into the rainforests, which are highly recommended.

One of the reasons why Costa Rica is such a great place to learn Spanish is its people. "Ticos," as Costa Ricans are known, are very open and friendly. They are proud to show off their country to visitors. The average Costa Rican is very well educated and the country has one of the highest literacy rates in Latin America. Also, unlike some other Latin American countries, there is not a wide divergence between rich and poor. Costa Ricans, like Americans, usually have a middle class mentality, and believe in working hard to succeed.

One of the great attractions of learning Spanish in Costa Rica is that courses and accommodations are cheap in comparison to rates in some other destinations. Be aware that Costa Rica has recently tightened up its entry regulations for U.S. visitors and that after December 9, 2003, it will not be possible to enter the country without a valid passport that is good for at least 90 days.

Ecuador

Ecuador is a fascinating country, which is rich in culture and tradition, and full of breathtaking scenery.

Located in northwestern South America, Ecuador offers splendid natural attractions, such as the Galapagos Islands, the exotic Amazon Rain Forest and magnificent volcanoes such as Chimborazo and Cotopaxi.

It is one of the countries with the highest biodiversity in the world in relation to its size. It is an extraordinary destination full of adventure, diversity, gastronomy, art, and a

continued p.40

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Flags attached to a church in Puebla flap in the breeze. Photo: Lorena Mártinez

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unique contact with ancestral cultures and nature.

Ecuadorians are warm and gentle people, renowned for their happy and generous spirit.

Quito is the capital and second largest city in Ecuador. The north is modern with major businesses, airline offices, embassies, shopping centers and banks. Guayaquil is the most important port, largest city and financial center of Ecuador. More exports and imports pass through Guayaquil than through all the other ports combined. It is also the most populous city in the country. Although foreigners pay more than locals for many services, the 70% depreciation of the currency in 1999 made a very affordable country even cheaper and the linking of their currency to the dollar has increased economic stability.

Central Mexico

Mexico City, the City of Palaces, the ancient capital of the Mexica empire and the jewel in New Spanish Viceroys' crown, is today one of the biggest, most complex and most beautiful cities in the world. The mere size of the urban spread makes it a city among cities. With well over 20 million inhabitants, it is the second largest city in the world. Throughout Mexico City you will find Aztec pyramids, colonial buildings, excellent museums, art, modern high-rises, international business, high fashion, world class restaurants, and much more. This city has something to offer for everyone.

It is a modern, cosmopolitan city situated in an old lake basin that is surrounded by volcanic mountains. The different cultures that inhabited the city during the course of the centuries left an interesting architectural legacy that comprises many different styles. Firstly, there are the pre Hispanic remains that tell of the greatness of the civilizations that settled on this land before the arrival of the Spaniards. Mexica art can be seen on the ruins of the Templo Mayor (The Great Temple), the site where the monolith of the goddess Coyolxauqui was found.

The architects that arrived from Europe during the colonial period applied and shared their knowledge of baroque, neoclassic and other styles of art that were combined with the indigenous styles to create an architecture that is quite unique in all the world. Works such as the Metropolitan Cathedral, palaces, mansions and an endless number of sober, sumptuous churches adorn the central area of the city now called the Historic Center; these extraordinary types of buildings can also be seen in some of the picturesque towns and villages such as Coyoacán, San Ángel, Tlalpan and Xochimilco that used to be the outskirts of the city but have now become incorporated into the built up areas; in spite of this, they still maintain their provincial atmosphere. Later, after Mexico became an independent country, new districts of the city were built in a quasi-French style and in the art deco and colonial Californian styles.

Modernism was characterized by magnificent skyscrapers that sprung up in districts such as Polanco, Anzures, Del Valle and Santa Fe. The advantage of a mega-city such as Mexico City is that it offers the visitor all sorts of entertainment possibilities during the day and at night. Avenues like Avenida Insurgentes are true axis of fun and recreation and has spots that cater to all tastes. Mexican culture in all its manifestations can be admired at the large number of quality museums that can be found in many different parts of the city. These have displays and exhibitions of art and culture ranging from the pre Hispanic (the National Museum of Anthropology) to the Vice Regal (the Franz Mayer Museum) to the modern (the Museum of Modern Art), as well as Mexican traditions as can be seen in the Frida Kahlo Museum.

Puebla

It would be difficult to find a better place for preserving the traditions and wealth of the Colonial era than the streets, churches and buildings of a city that was supposedly designed by the angels.

Puebla has preserved the treasures created by her architects, artists and craftsmen. Today, the Historic Center is a World Heritage Site where you can visit churches and convents, admire colonial doorways and facades, wander through plazas and patios or visit museums displaying everything from pans to railroad cars including paintings, archaeological objects, and of course, the books in the valuable Palafox Library collection.

The city also has a wide range of restaurants where you can sample the wonderful local cuisine. Other nearby places worth visiting include the Laguna de San Baltasar, an environmental project center, the archaeological zone of Cholula and a zoo where the animals roam freely.

There were no pre-Hispanic settlements here. Puebla was founded in 1531 by the Spaniards to encourage immigration, concentrate European knowledge, reduce the atrocities against the Indians and establish an enclave on the route between Veracruz and Mexico. Textile and ceramics industries were established there soon afterwards, although the clearest evidence of the town's success was the increase in the population, which rose from 50 settlers to 70,000 during the last third of the 17th century. This was mirrored by an increase in the number of churches and their influence and before the liberal triumph, the clergy owned half the buildings in the city. During the century of wars, its strategic position made it a hostage of both sides and the city made its mark on history when in 1862, led by Ignacio Zaragoza, the patriots defeated the French invaders. On September 16 1869, President Juárez rode into the city on the first train from Mexico. Volkswagen now has a factory there with 16,000 employees that produce and export 1500 cars daily.

Puebla lies 129 km away from Mexico City in a valley reached by crossing the volcanoes to the east, to the north of Tlaxcala and to the south of La Mixteca. It has a mild climate with an average temperature of 16°C, dropping to a minimum of 6°C in January. The rainy season lasts from June to October. ■

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MORE THAN JUST Yada Yada Yada

Cynthia Bernstein examines the rise of Jewish English in America and explains how many of its distinctive words and phrases have entered the mainstream language

Y*inglish, Yidgin English, Yidlish, Yiddiglish, Ameridish, Anglish, Heblish, Engdish, Engliddish, Engbrew, Englibrew, Jewish English, Jewish Dialect, Frumspeak, Yeshivish, Hebonics*: all of these terms have been used to name a variety of English spoken by Jews in the United States. Of course, not all Jews speak alike, and many use the same variety of English as their non-Jewish counterparts; but those who identify closely with religious and cultural aspects of Jewish life often represent their affiliation in speech.

Among the most observant Jews, almost all aspects of life are associated with group membership. Since driving on the Sabbath is forbidden, they live within walking distance of their place of worship, creating a strong sense of community among group members. A physical boundary, called an *eruv*, delineates an area outside of which objects are not carried on the Sabbath and high holidays. Orthodox Jews meet at shared schools, synagogues, kosher restaurants, and kosher grocery stores. They talk, study, read, pray, and sing together; and all these linguistic performances serve to reinforce shared dialect features. Specialized vocabulary names religious objects, holidays, rituals, household items, clothing, food, and other objects and activities associated with the culture. Shared ancestral languages, particularly Hebrew and Yiddish, also contribute to the dialect we typically refer to in America today as Jewish English.

History

Two main varieties of Jewish English emerged in America, originating from two regionally distinct European groups: Sephardim and Ashkenazim. Sephardic Jews immigrated to America from Spain and Portugal, beginning in the 1600s, and from the Ottoman Empire during the late 1800s and early 1900s. In addition to the languages of their native countries, Sephardic immigrants brought with them a language known as Dzhudezmo (or Judezmo) and its literary counterpart, Ladino. Although the linguistic heritage of these groups is represented in the pronunciation of modern Hebrew, Sephardic speech has had less influence on English in the United States, where many assimilated among non-Jews as well as among the more populous Ashkenazim.

Ashkenazic Jews began arriving in large numbers during the early 1800s from Western Europe: Germany, Holland, Alsace, Bohemia, Switzerland, and western Hungary. Later in the 1800s, there were increasing numbers from Eastern Europe: Russia, Austria-Hungary, Romania, and Poland. Both groups of Ashkenazim spoke Yiddish, in addition to the separate national languages of their countries. Although Yiddish relates linguistically most closely to German, among Western Ashkenazim the language was disappearing in favor of the speakers' national languages prior to their arrival in America. It was primarily the Eastern Ashkenazic group that maintained Yiddish in America.

Yiddish appeared in newspapers, plays, songs, and prose fiction. It was used for

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scholarly writings in education, history, and folklore. Although Hebrew was considered a more learned language, Yiddish translations of scripture and prayer were available. Among second and third generations in the United States, however, use of Yiddish began to decline. English, intermingled with Yiddish and Hebrew features, became more common, especially among Jews attending public schools. For many descendents of Eastern Ashkenazim, Jewish English thus emerged as the primary language. Like other dialects defined geographically, socially, or ethnically, features of vocabulary, pronunciation, grammar and discourse set Jewish English apart from other varieties of English.

Vocabulary

The Jewish English lexicon ranges from items in the mainstream of American English to ones that are highly specialized. Large numbers of words have spread from Jewish English into more general American usage: *kosher* ('ritually clean, legitimate'), *glitch* ('slip-up'), *bagel* ('doughnut-shaped roll'), *maven* ('expert'), *schlock* ('junk'), *mensch* ('decent person'), *klutz* ('clumsy person'), *schmooze* ('chat, gossip'), *chutzpah* ('impudence, guts'), *tchotchke* ('knick-knack'), *schmuck* ('jerk, prick'), *kvetch* ('whine'), *nebbish* ('nonentity, nerd'), *kibitz* ('to observe, as in a card game, and give unwanted advice'). Hebrew names for popular holidays and celebrations, such as *Chanukah* and *bar mitzvah* are used among Jews and non-Jews alike. Blends with English words are readily formed, as in *Chanukah* card or *matzo ball* soup.

Some terms have both Hebrew and Yiddish variants that are used interchangeably. The skullcap worn by Orthodox and Conservative Jews, for example, may be referred to either as a *kippah* (Hebrew) or *yarmulka* (Yiddish). Some variants, however, convey subtle differences in Jewish identity: in referring to their place of worship, for example, Reform Jews typically refer to *temple*, Conservative Jews to *synagogue*, and Orthodox and Chasidic Jews to *shul*. Holidays may be named either in English (*Passover*) or in Hebrew (*Pesach*), depending on speaker and speaking situation. This distinction is exploited by Alfred Uhry, in *The Last Night of Ballyhoo*, in a conversation between Joe, an observant New York Jew, who uses the word *Pesach*, and Lala, a Southern Jew whose family is trying desperately to assimilate, who understands only when he translates for her, *Passover*.

Names for many holidays as well as everyday activities are unfamiliar outside the religious Jewish community: religious holidays (e.g., *Tisha B'Av* 'Ninth of Av' [a fast day]), marriage (e.g., *shadchen* 'matchmaker'), death (e.g., *ovel* 'mourner'), study (e.g., *limud* 'learning'), prayer (e.g., *tallis* 'prayer shawl'), and kinship (e.g., *zeide* 'grandfather'). Expressions include preventive terms (e.g., *halevai* 'would that it be so'), greetings (e.g., *boruch habo* 'welcome'), curses (e.g., *yemach shemo* 'may his name be blotted out'), interjections (e.g., *nu* 'well, so').

A traditional Jewish wedding.

Pronunciation

Pronunciation of Jewish English is most closely associated with New York City. Early studies found the following features of pronunciation to be most closely associated with Jewish English: raising of pitch and excessive exploding of "t" and "d"; slight lisping of "s" and "z"; exaggerated hissing of "s"; substitution of "th" or "sh" for "s"; pronunciation of a hard "g" sound in "ing" words, so that the "ing" of *singer* sounds like that of *finger* or *Long Island* sounds like "Long Guy Land"; and occasional substitution of "k" for "g" as in "sink" for *sing*. Some features were common to both Jews and non-Jews of New York: loss of distinction between "wh" and "w," so that *which* and *witch* sound the same; intrusive "r," as in *idear* for *idea*; and several substitutions in vowel sounds.

Current research supports the maintenance of Jewish English pronunciation. According to Tom McArthur, editor of *The Oxford Companion to the English Language*, some New York City descendants of the Eastern Ashkenazic immigrant population still pronounce *circle, nervous,* and *first* as 'soikel,' 'noivis,' and 'foist.' McArthur notes hard "g" in "-ing" words, overaspiration of "t," variations in "s" and "z" sounds, and certain Yiddish-derived vowel substitutions. Other pronunciation features derived from Yiddish include loudness, exaggerated intonation, and a fast rate of speech.

Grammar

When Yiddish or Hebrew words become part of Jewish English, they may be integrated through the use of English suffixes. Yiddish verbs, for example, typically lose the *–(e) n* Yiddish infinitive and take on English inflections: Yiddish *bentshn* has become *bentsh* ('to recite the Grace after Meals'); *dav (e) nen, dav (e) n* ('to pray'); *kvetshn, kvetsh* ('to complain'); *shlepn, shlep* ('to drag, carry'). These are conjugated, then, as English verbs: *bentshes, bentshed, bentshing; shleps, slepped, shlepping*. English suffixes are also used to change the part of speech of Yiddish and Hebrew words integrated into Jewish English. The verb *shlep* may be converted into the adjectives *shleppy* or *shleppish,* the adverbs *shleppily* or *shleppishly,* or the noun *shleppiness*. Yiddish nouns, like English, take an -s plural; others use *–im* or *–lekh*. In Jewish English, Yiddish *kneidel* 'dumpling' may be pluralized either as *kneidels* or as *kneidlekh; shtetl* 'small town' may be *shtetls* or *shtetlekh*. In Hebrew, masculine nouns typically pluralize *–im* and feminine, *-os(t)*. The word *talis* (Heb. and Yid. 'prayer shawl') may be rendered in Jewish English as *talises* or as *taleisim*. The word *kippah* (Heb. 'skull cap) may be either *kippahs* or *kippot*.

Sometimes Yiddish suffixes are added to English or Hebrew words. For example, the noun-forming Yiddish (from Slavic) *–nik* ('ardent practitioner, believer, lover, cultist or devotee') has given American English *beatnik, peacenik,* and *no-goodnik*. The diminutive suffixes *–chik* and *–el(e)* are common and may even be combined: *boychik, boyele,* and *boy-*

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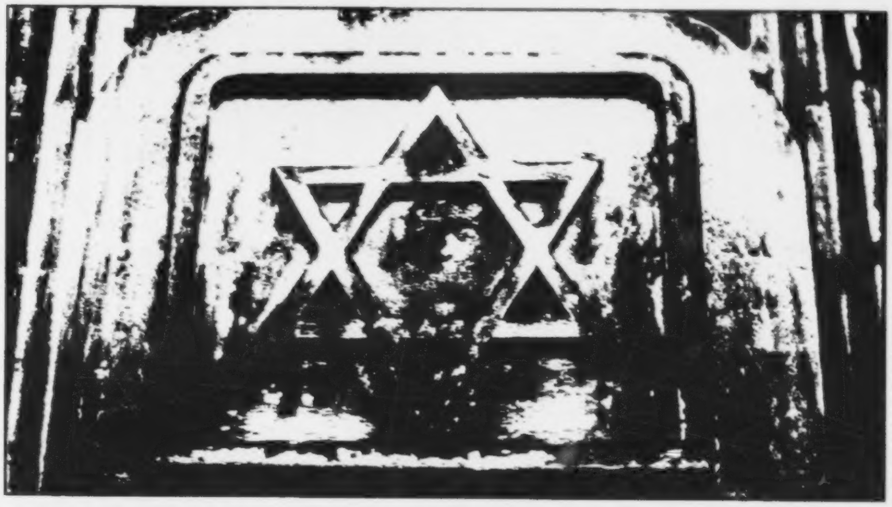
TOPAZE (Tarifa)

from p.43

chikel (plural *boychiklekh*) are all fond names for a little boy.

Word-formation processes of Jewish English can be effective in creating a variety of phrases. One example is the use of Yiddish-sounding *s(c)hm-* rhymed with an English word to suggest playful dismissiveness, captured by the title of Fran Drescher's book, *Cancer Schmancer*, which describes her triumphant attitude toward her battle with cancer. Bridge champion Marty Bergen offers the book *Points Schmoints*, which conveys his dismissive attitude toward the point-count system of bidding popularized by Charles Goren. The process has become popular in general American English, as noted in the *USA Today* headline, "*Deficit schmeficit*: Not a Bush priority."



Jewish English verb phrases often combine Hebrew or Yiddish nouns with English verbs. English *say* and *make* are particularly productive. One says *kaddish* ('recites mourners' prayer') or *yizkor* ('memorial prayer'), makes *kiddush* ('recites prayer over wine') or *(ha)motzi* ('[the] prayer over bread').

Some Jewish English expressions, including ones that have found their way into mainstream English, are direct translations of Yiddish sayings: "[I need it like] a hole in the head" (*loch in kop*). "Get lost!" (*ver favalgert, ver farblondhet*). "[You should live] until a hundred and twenty" (*biz hundert un tsvantsik*).

A syntactic feature called "Yiddish Movement," used to convey sarcasm, calls for moving an adjective, adverb, or noun that would ordinarily appear at the end of a sentence to the beginning and stressing it, as in "Smart, he isn't." In Philip Roth's *Goodbye Columbus*, Aunt Gladys criticizes her adult nephew for not having adequately clean underwear. "By hand you can't get it clean," she argues. When he tells her not to be concerned, she exclaims derisively, "*Shmutz* ['dirt'] he lives in and I shouldn't worry!"

Discourse

Discourse features associated with Jewish English fall into three general categories. First, Jewish speech is characterized as being loud and fast. Popular linguistic writer Deborah Tannen describes New York Jewish conversational style as overlapping, loud, high-pitched, fast-paced, and accompanied by exaggerated gesture. Another conversational analyst describes Jewish speech style as involving sociable disagreement, nonalignment, and competition for turns. Third, and above all, Jewish discourse is associated with sometimes self-effacing humor. Lawrence J. Epstein, author of *The Haunted Smile: The Story of Jewish Comedians in America* (Cambridge, MA: Perseus Books Group, 2001) attributes this to the experience of Jews as immigrants; comedy is a way to counter poverty and discrimination. Ironically, Jewish comedians often adopt personas consistent with anti-Semitic stereotypes: Jack Benny, the cheapskate; Ed Wynn and Rodney Dangerfield, the fool; Woody Allen, the neurotic. Jewish humor, according to Epstein, is characterized by wit and word play, a style attributable to the importance of language in Jewish culture.

A center for the display of Jewish comedy from the late 1930s through the early 1960s evolved as the "Borscht Belt," a string of Catskill Mountain resorts given their moniker from the beet soup enjoyed by many Russian Jewish immigrants. Among the names Epstein associates with that entertainment circuit are Milton Berle, Fanny Brice, Mel Brooks, George Burns, Carl Reiner, Neil Simon, Red Buttons, Danny Kaye, Judy Holliday, Jackie Mason, Alan King, Henny Youngman, Buddy Hackett, Joan Rivers, Jerry Lewis, Woody Allen, Sid Caesar, and Joey Bishop.

Jewish English in American Culture

Evidence of Jewish ethnic identity is still present in American culture today. Jewish comedians frequent the airwaves, their styles ranging from the loud and confrontational Howard Stern to the quiet and mild Jerry Seinfeld. Stereotypes of Jewish women, such as the *Yiddishe Mama* and the *Jewish American Princess*, are reflected in the comic antics of television characters Roseanne in *Roseanne* and Fran Drescher in *The Nanny*. Some of these stereotypes are the subject of David Zurawik's *The Jews of Prime Time* (Brandeis University Press, 2003), which takes issue with the misrepresentation of Jews in the media. Public awareness of Jewish tradition has been enhanced by adaptations of stories originally written in Yiddish: Sholom Aleichem's character Tevye the Dairyman gained fame as the title character in the musical *Fiddler on the Roof*; Isaac Bashevis Singer's story "Yentl the Yeshiva Boy" was popularized by Barbra Streisand's film version, *Yentl*. A revival of *klezmer* bands, begun in the 1970s, has given Jewish secular music a place among popular varieties of styles. All of these have increased public awareness of Jewish language and how it is used to represent Jewish identity. Through print media, theater, film, music, and the internet, people of all ethnic backgrounds share in Jewish English words, sounds, sentences, and styles that have become part of American language. ■

Resources:

Leo Rosten's books are popular for extensive explanation and examples: *The Joys of Yiddish* (McGraw-Hill, 1967), revised by Lawrence Bush and published as *The New Joys of Yiddish* (Random House, 2001); *Hooray for Yiddish: A Book about English* (Simon and Schuster, 1982);

The Joys of Yinglish (Penguin Books, 1990). A wonderful collection of Yiddish words, proverbs, insults, and blessings is Payson R. Stevens, Charles M. Levine, and Sol Steinmetz, *Meshuggenary: Celebrating the World of Yiddish*, (Simon and Schuster, 2002). A collection rich with examples from songs, comic strips, novels, and book reviews is Gene Bluestein, *Anglish / Yinglish: Yiddish in American Life and Literature* (2nd edition, University of Nebraska Press, 1998). Chaim M. Weiser, Frumspeak: *The First Dictionary of Yeshivish* (Jason Aronson, 1995) specializes in religious vocabulary. In addition, valuable online glossaries may be found at http://www.koshernosh.com/dictiona.htm (includes voiced pronunciations);

http://www.jewfaq.org/glossary.htm;

http://www.ou.org/about/judaism

Cynthia Bernstein is professor of Linguistics and Coordinator of Applied Linguistics at the University of Memphis. She teaches and researches connections between culture and the features of language used to express it.

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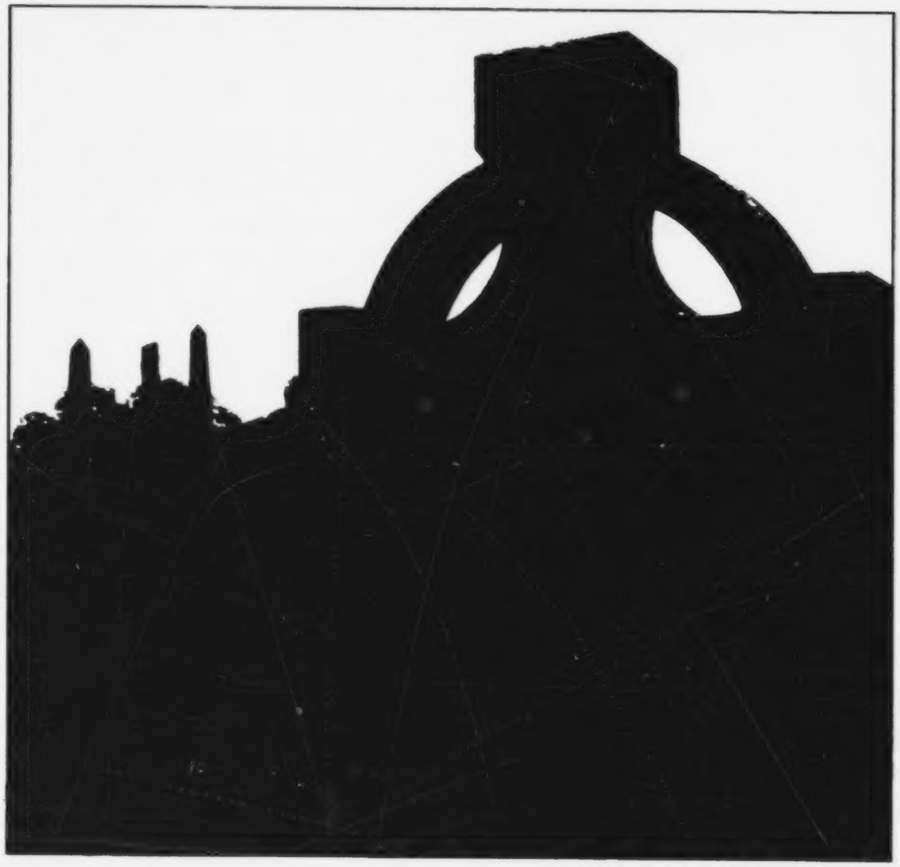


Halloween was brought to America in the 1840s by Irish immigrants fleeing their country's potato famine. At that time, the favorite pranks in New England included tipping over outhouses and unhinging fence gates. According to the Dauphin County Library System, in 1921 Anoka, Minnesota, celebrated the first official citywide observation of Halloween with carved pumpkins, a costumed square dance and two parades. After that, it didn't take Halloween long to go nationwide. New York started celebrating in 1923 and Los Angeles in 1925.

The use of ghosts, witches and cats in Halloween celebrations originates with the Druids. The Druids were an order of priests in ancient Gaul and Britain who believed that ghosts, spirits, fairies, witches and elves came out on Halloween to harm people.

Sharpen your pun cells now, and please join me for some spirited punnery about ghosts.

The annual Halloween ball was a site for soirées. The spirit moved hundreds of specters from ghost to ghost to travel to the gala event. The spectral partygoers danced sheet to sheet to some haunting melodies and also boogied. They put on their boos and shocks and came up with all sorts of imaginative costumes.

One of the apparitions was dressed in red and green. He was a Christmas wraith. Another came donned a badly torn sheet. She was a holy terror. A third dressed up as a chicken and came as the poultrygeist. A fourth was in a deer costume and called himself Bamboo. Yet another costumed herself as a small hotel so she could be the inn-specter. The ghostly children came dressed up in white pillow cases and spent much of the evening playing hide and shriek and peek-a-boo.

Unfortunately, not a single skeleton attended the banquet. They had no body to go with, they didn't have the stomach for it, and they had no guts.

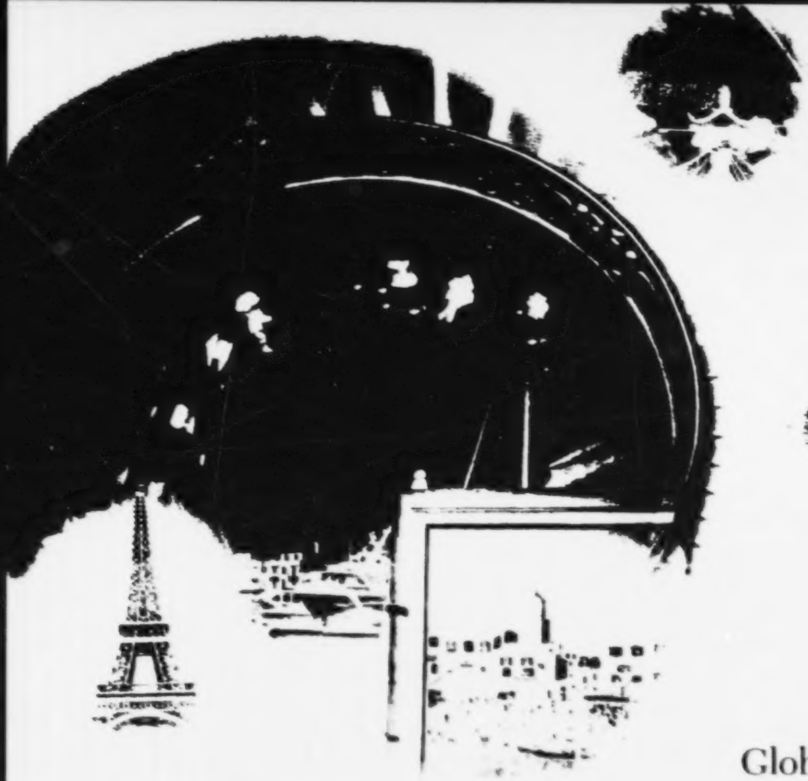
A number of the ghosts raised their goblets of boos as ghost toasts to dampen the spirits. As they became increasingly drunk and disorderly, one of the specters observed, "Just like when he was alive working as a bicycle mechanic, the bartender got the spooks too tight."

Some of this group made overtures to females present to accompany them elsewhere. Noting this, one of the matronly chaperoning angels warned a pretty winged novice in her charge: "You may partake of the punch, or even the nectars of the bar, but stay away from the Djinn and Chthonics."

The "X-Files" staff wished to take a picture of one of the ghosts at the Halloween ball. Because the event took place during darkest night, they decided to use flash photography. The ghost agreed to have its picture taken, but the photographer couldn't get the flash to work. The spirit was willing but the flash was weak. As a result, all the "X-Files" staff was able to develop was the Prints of Darkness.

Now that the ghost is clear and we've come to a dead end, I hope that your Halloween will be hallowed, not hollow. ■

Richard Lederer is "America's Super-duper Blooper Snooper" — www.verbivore.com



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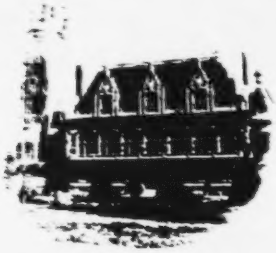

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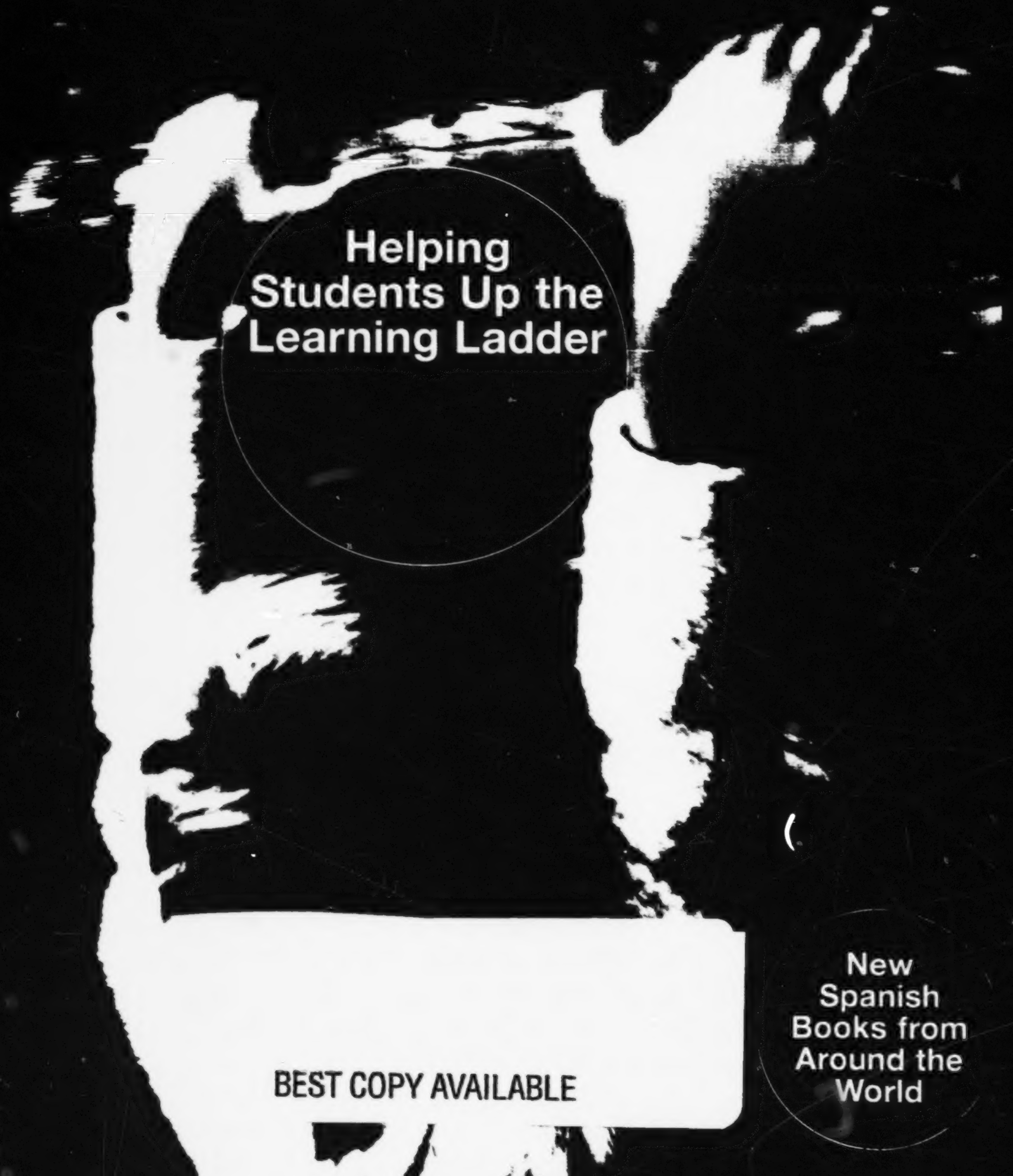

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language magazine

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EDITOR

Languages for the Long-Term

Everybody seems to agree that the ability to speak more than one language will soon be a prerequisite to success in our increasingly global society.

Many argue that the tolerance and understanding garnered through the acquisition of other languages will prove to be essential for the survival of our society itself. The fact is that second languages should no longer be considered a luxury in this era of global interdependence; however, here in the U.S. we are on the verge of eliminating foreign language instruction from the core curriculum in public schools (see News, p.10) at a time when our troops are deployed in more locations around the world than ever before — it defies logic.

We are not even capitalizing on the language assets we already have, according to the latest census figures, more than 20 percent of Americans speak a language other than English at home (see News, p.11), yet heritage languages are being bred out of our children at school (see Language R Us, p. 14) and our future assets are being depleted. That is not to say that children should not be learning the English, Math and other basic subjects that they will need to progress in their lives, they should be learning these subjects as well as languages. Critics may argue that our schools need to succeed at teaching the basics before aspiring to produce multilingual children, but languages are important enough in their own right, and research indicates that learning a second language will even assist them in other subjects.

In Europe, there is a stated goal that every European should speak their "mother tongue plus two other languages" (see Language Collaborators, p. 24), which may seem to be an impossible objective, but it is considered a priority for the integration of a continent where two World Wars have started, and it is recognized as an essential tool in modern society. As it is deemed to be so important, funding is being made available by European institutions and national governments to hasten its achievement. Europe has its own problems with basic education, especially as it struggles to integrate the former countries of the Eastern bloc, but spending on education is considered a worthwhile investment. On average, the Europeans invest three times the amount of money that is spent in the U.S. on the education of a child, and additional funding is being allocated to language learning.

If we are to maintain our global influence and work with the people of this world to make it a safer place, we need to recognize that languages are fundamental to global integration and tolerance, and the investment required to learn them will be more than offset by the benefits.

Of course, teaching languages costs money, teaching anything costs money, but not teaching them will cost a lot more.

P.S.: We hope that you like the redesign of *Language Magazine*. Increased newsstand sales and our reach to a wider audience inspired us to come up with a more modern style. Please let us know what you think about and what you think could be done to improve it. Comments to editor@languagemagazine.com

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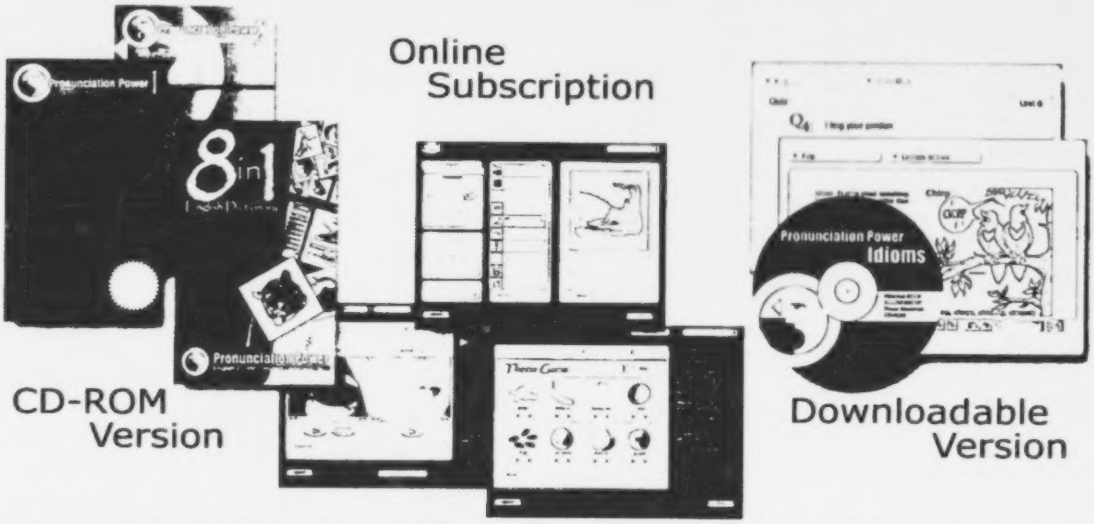
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LETTERS

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EFL in Iraq

I am trying to authenticate the source of the info you report in *Language Magazine's* October issue ("English for Iraq", p. 11.)

Bruno R. Paul
Vice President of International Marketing,
ELT, Pearson-Longman
White Plains, New York

The White House confirmed that the Coalition Provisional Authority, headed by Ambassador Paul Bremer, requested the $30 million for English Language training as part of the "$300 million to invest in job training and other initiatives to revitalize the private business sector" (L. Paul Bremer, Address to the Iraqi People, 12 September 2003).

The White House stressed that the provision is being examined by the Appropriations Committee and its approval is now largely dependent on that committee. Language Magazine *will endeavor to monitor its progress and keep our readers informed.*

— Editor

Accent on Hold

I was very interested to read Professor Stephen Krashen's article on our accent filters in a recent issue of *Language Magazine* (September 2003, pages 14-17). I am currently an EFL teacher and I used to be a French teacher, so I am used to dealing with accent problems, but I had never considered that we may be suppressing our accents in a foreign language until I read this article. I explained the points raised to my class of Polish business people and they all agreed with Professor Krashen's hypothesis. Now that it has been recognized, we are making better progress in accent reduction.

Thank you for your refreshing and informative publication.

Hilary Sykes
Gdansk, Poland

Habeus Corpus

I received your October issue at a regional TESOL conference and was very impressed, however, the article on Corpus Linguistics (pages 14-16) compelled me to write to you.

Having taught ESL for nearly 20 years, I have witnessed teaching trends come and go, but the fundamentals of teaching have remained the same, so I do not expect corpus linguistics to change the way I teach. I have always concentrated on teaching my students common words and phrases, which they need to be able to communicate on a daily basis. Strangely enough, I did not need a computer program to tell me what these words and phrases were, because I use them everyday and I hear them everyday.

I believe that computer technology is a great asset to education, but sometimes we place too much significance on it.

Barbara Dobson
Seattle, WA

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Foreign Language Schooling at Risk According to NASBE

Foreign language instruction has been marginalized and is increasingly at risk of being completely eliminated as part of the public schools' core curriculum warns a new report by the National Association of State Boards of Education (NASBE). With most states emphasizing accountability in only a few academic subjects, primarily reading, math, and science, there is a growing fear that schools are narrowly focusing on those subjects at the expense of other important components of a comprehensive education, such as the arts and humanities.

"Unfortunately, arts and foreign language are too often thought of as an 'educational luxury.' The fact is, however, that these subjects should be considered as fundamental to a child's education as the three 'R's'," said Brenda Welburn, NASBE executive director.

The implementation of the No Child Left Behind Act (NCLB) has further raised concerns about the narrowing of the curriculum. While NCLB includes subjects such as the arts, civics and geography as part of a core curriculum, there is a fear that states are focusing their attention and resources on the law's primary emphasis on reading, math, and science to the detriment of other curricular areas. As educators and policymakers focus on leaving no child behind, many are questioning whether our nation's schools are also leaving half of the child's education behind.

Parents and the public at large appear to intrinsically understand this. A recent Phi Delta Kappa/Gallup Poll found that 80 percent of Americans have a great deal or a fair amount of concern that "relying on testing for English and math only to judge a school's performance will mean less emphasis on arts, music, history, and other subjects."

The report, "The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America's Schools," made several recommendations for state policymakers to promote arts and foreign language instruction:

☐ Adopt high-quality licensure requirements for staff in the arts and foreign languages that are aligned with student standards in these subject areas;

☐ Ensure adequate time for high-quality professional development;

☐ Ensure adequate staff expertise at the state education agency to work in the areas of the arts and foreign languages;

☐ Incorporate both the arts and foreign languages into core graduation requirements, while simultaneously increasing the number of credits required for graduation;

☐ Incorporate arts and foreign language learning in the early years into standards, curriculum frameworks, and course requirements.

"Whether the label is a well-rounded education, a liberal arts education, or a comprehensive education, the goal is the same: to prepare students for the working world, for their roles and responsibilities as citizens in a democracy, and to prepare them for life in an increasingly interdependent and culturally diverse world. A student cannot be considered to be fully educated without learning about the arts and a foreign language. It is vital to a child's intellectual and personal development, but also imperative for the nation's well-being," said Welburn.

The report is available by calling (800) 220-5183.

Basketball Superstar Launches EFL Site

Distance Learning, Inc. (DLI), a provider of digital solutions for the e-Learning market, and Nene, a Brazilian playing for the NBA Denver Nuggets, have launched "Nene's QuickStart English," an online English school, accessible through Nene's official Web site, www.nene31.com, or at www.nene.dli.com.

"I tried to take classroom-style English lessons, but my hectic travel schedule with the Denver Nuggets made it hard to keep up with my studies," said Nene. "I looked at various alternatives for learning English, but I could not find one that met my demanding needs. So I developed my own virtual school for my fans and me. Now we can all study anytime/anywhere."

U.S. Military Lacking in Arabic Linguists

An internal U.S. Army report last month cited U.S. military intelligence failures in directing and training intelligence specialists in Iraq and Afghanistan, including language skills. Intelligence services are woefully lacking in interpreters, the report said. Most military linguists in Iraq and Afghanistan, it said, have the lowest language rating — "which basically gives them the ability to tell the difference between a burro and a burrito." The report by the Center for Army Lessons Learned at Ft. Leavenworth, Kan., found that intelligence teams produced only one-fourth of the daily reports expected from them.

'Fights due to language woes' in Malaysia

The inability to communicate is the primary cause of violent clashes among foreign workers, according to Malaysian Human Resources Minister Datuk Dr Fong Chan Onn, commenting on recent arrests when about 40 Indonesian and Vietnamese workers were involved in a fight.

"The primary cause of the conflict was their inability to communicate. When both nationalities cannot understand each other, they end up fighting," he said after launching the implementation of MyStudyWeb education infrastructure systems by Universiti Tunku Abdul Rahman.

He said employers hiring foreign workers should set up departments to deal specifically with their concerns and design an orientation program where the workers were taught the country's customs and languages.

20 Percent of Americans Speak Foreign Language at Home

Nearly 1-in-5 people, or 47 million U.S. residents age 5 and older, spoke a language other than English at home in 2000, the U.S. Census Bureau said last month. That was an increase of 15 million people since 1990.

The report, ***Language Use and English-Speaking Ability: 2000***, said 55 percent of the people who spoke a language other than English at home also reported they spoke English "very well." Combined with those who spoke only English at home, 92 percent of the population age 5 and over had no difficulty speaking English.

Among those who spoke a language other than English at home were almost 11 million additional Spanish speakers. According to the report, Spanish speakers increased from 17.3 million in 1990 to 28.1 million in 2000, a 62 percent rise. Just over half the Spanish speakers reported speaking English "very well."

The report found that more than 9-in-10 people age 5 and older spoke a language other than English at home in Hialeah, Fla., and Laredo, Texas, the highest such proportion among U.S. places of 100,000 population or more. The 10 places with the highest proportions included four in Texas and three in California.

The West was home to more than one-third (37 percent) of all those who spoke a language other than English at home, the highest proportion of any region. California led the states (39 percent), followed by New Mexico (37 percent) and Texas (31 percent).

The number of people who spoke a non-English language at home at least doubled in six states between 1990 and 2000, with the largest percentage increase in Nevada (193 percent). Georgia's residents who spoke a non-English language at home increased by 164 percent, followed by North Carolina (151 percent).

After English (215.4 million) and Spanish (28.1 million), Chinese (2 million) was the language most commonly spoken at home, eclipsing French, German and Italian over the decade of the 90s.

Of the 20 non-English languages spoken most widely at home, the largest proportional increase in the 1990s was Russian. Speakers of this language nearly tripled, from 242,000 to 706,000. The second largest increase was among French Creole speakers (including Haitian Creoles), whose numbers more than doubled, from 188,000 to 453,000.

The West and South combined recorded about three times the number of Spanish speakers (21 million) as the Northeast and Midwest areas combined (7 million).

For further information, visit http://www.census.gov/prod/2003pubs/c2kbr-29.pdf

AMIDEAST to Restart English Language Training in Iraq

AMIDEAST has announced that after a 36-year hiatus, it will reopen its field office in Iraq next January. AMIDEAST established one of its first field offices in Baghdad, Iraq, in 1953. Until its closure in 1967 in the wake of heightened regional tensions, the Baghdad office played a vital role in strengthening mutual understanding and cooperation between Americans and Iraqis, and in promoting U.S. higher education.

The newly reopened field office will initially serve all of Iraq from the northern city of Erbil, until the security situation permits the reopening of the country office in Baghdad and a branch office in Basra. Michael Clark, former AMIDEAST country director for West Bank/Gaza, will serve as AMIDEAST/Iraq's new country director.

Among the services AMIDEAST expects to offer in Iraq are English language and skills training, institutional development programs, and educational exchange opportunities. AMIDEAST will promote, recruit, and select Iraqi scholars for the new Youth Exchange and Study (YES) Program and the Partnerships for Learning Undergraduate Scholarship (PLUS) Program, both sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs. In addition, AMIDEAST Iraq will administer many of the standardized tests required for U.S. university admission, including TOEFL®, GRE®, and GMAT®.

Legislative Summary

An Amendment to the Ready To Teach Act 2003 (H.R. 2211) will allow the use of funding for supplemental multilingual computer software to train teachers to address the needs of limited English proficient students. The Act aims to assist in: (i) preparing and retaining highly qualified teachers as defined in the Elementary and Secondary Education Act of 1965 (as amended by the No Child Left Behind Act of 2001) (ESEA); and (ii) recruiting minorities to teaching.

Another bill, the Graduate Opportunities in Higher Education Act 2003 (H.R. 3076), would establish a priority for grants in order to prepare individuals who will train teachers who provide instruction for limited English proficient individuals. Such grants shall offer program assistance and graduate fellowships for post-baccalaureate study related to teacher preparation and pedagogy in special education and English language acquisition and academic proficiency for limited English proficient individuals; and support of dissertation research in the fields of second language pedagogy and second language acquisition.

Sleep Aids Language Learning

Scientists at the University of Chicago have found that sleep has an important impact on improving the ability to learn language. The researchers found that sleep improved the ability of students to retain knowledge about speech produced by a computer, even when the students seemed to forget some of what they had learned during the day before a night's sleep.

"Sleep has at least two separate effects on learning," the authors wrote. "Sleep consolidates memories, protecting them against subsequent interference or decay. Sleep also appears to 'recover' or restore memories."

Scientists have long hypothesized that sleep has an impact on learning, but the new study is the first to provide scientific evidence that brain activity promotes higher-level types of learning while we sleep. Although the study dealt specifically with word learning, the findings may be relevant to other learning. The idea for the study arose from studies on vocal (song) learning in birds. "We were surprised several years ago to discover that birds apparently 'dream of singing,' and this might be important for song learning," one of the researchers said.

"If performance is reduced by interference, sleep might strengthen relevant associations and weaken irrelevant associations, improving access to relevant memories," the authors wrote. If information was forgotten, sleep might help people restore a memory.

Bilinguals Have It on Tongue's Tip

According to a new study by Penn State researchers, even proficient bilingual speakers always have both languages on the tips of their tongues. "What appears amazing is that people do not make extensive mistakes," says Dr Judith F Kroll, professor of psychology and applied linguistics. "We have an exquisite cognitive control system that monitors the code switching between one language and another," she said.

While no one knows exactly how the control system allows even people of limited bilingual ability to speak in a second language, Kroll and her students have been investigating how the mind shuffles words in both the first and second languages.

"In the absence of language-specific cues, words in both of the second language speaker's languages compete for selection well into the process of lexicalizing concepts into spoken words," Kroll told attendees at the Second Language Research Forum in Tucson, Arizona.

"If we cannot prevent ourselves from having both languages available simultaneously, then we cannot devise a means for suppressing one language," Kroll says. "Instead, we forced the subjects to think about them both at the same time and compared their performance when asked to name the object only in their first or second language."

The results of these studies indicate that while a second language may not intrude when a bilingual person is speaking their native language, when speaking a second language, the first language is always active and cannot be suppressed.

It was thought that an environment of total immersion in a language would provide massive exposure to a second language and suppress the first language. However, the study suggests that a large component of language immersion involved learning a new set of cues to the second language.

According to Kroll, a basic cognitive principle is that we use what we know to apply old to the new, but she has shown that if a unique cue is provided, an upside down picture or a different environment, it may be an effective way to suppress the native language.

"This suggests that people are sensitive to subtle environmental cues and language and it also provide a clue to the cognitive basis of learning a second language", says the Penn State researcher.

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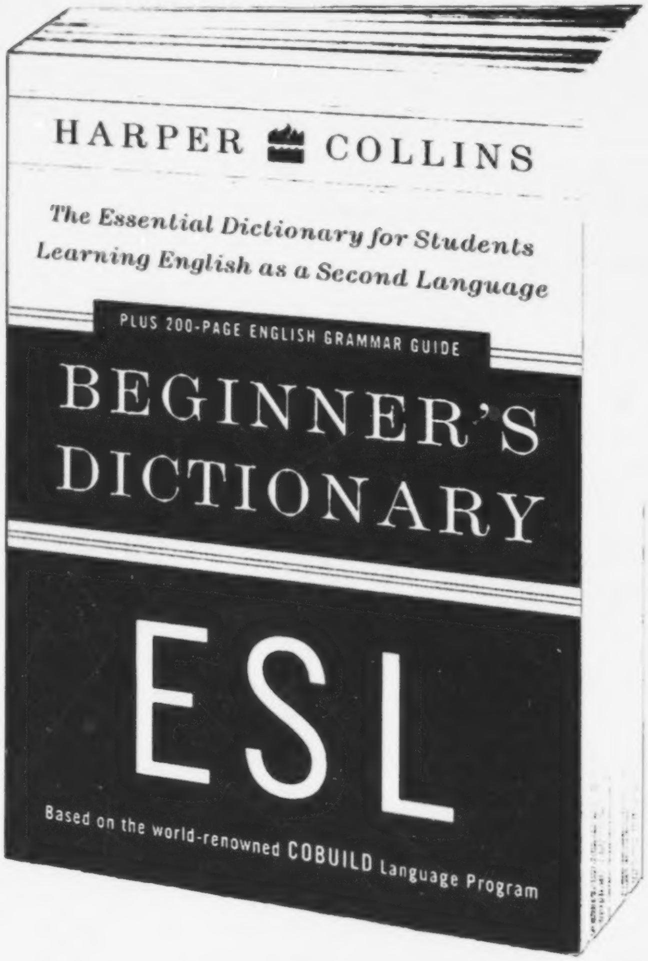
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Languages R Us

Imagine a gardener who lives in a cold climate. She plants seeds in pots in the basement during late winter, painstakingly watering them and providing them with the right amount of light until it is warm enough to put the plants in the ground. Just when they are at the right stage to go outside, the gardener throws these tender seedlings into the garbage and waits until much later to put new seeds directly into the ground.

Doesn't this sound strange? Why would anyone do such a thing? I would argue that, in fact, many of the first languages of schoolchildren in the United States are being disregarded and undervalued, much like those seedlings. Years later many of the same children are introduced to foreign languages, languages that must grow "from seed" and do not have the same chance of thriving, especially compared with languages that could have developed in these children at a younger age. This situation is not a good one for these children, nor is it desirable for their families or for our society. There are many reasons that I hold this position: as a taxpayer and voter, as a spouse of an immigrant from the Philippines, as the mother of an adopted child from Thailand, and as a professor in a university department that trains students to be English teachers.

Heritage languages in the context of the United States are languages other than English that are spoken in the homes of U.S. residents who may or may not be citizens. This is not a new situation; this country was founded and settled by people from all parts of the globe, and although English is not the nation's official language by law, it is certainly the dominant one and the one language that is nec-

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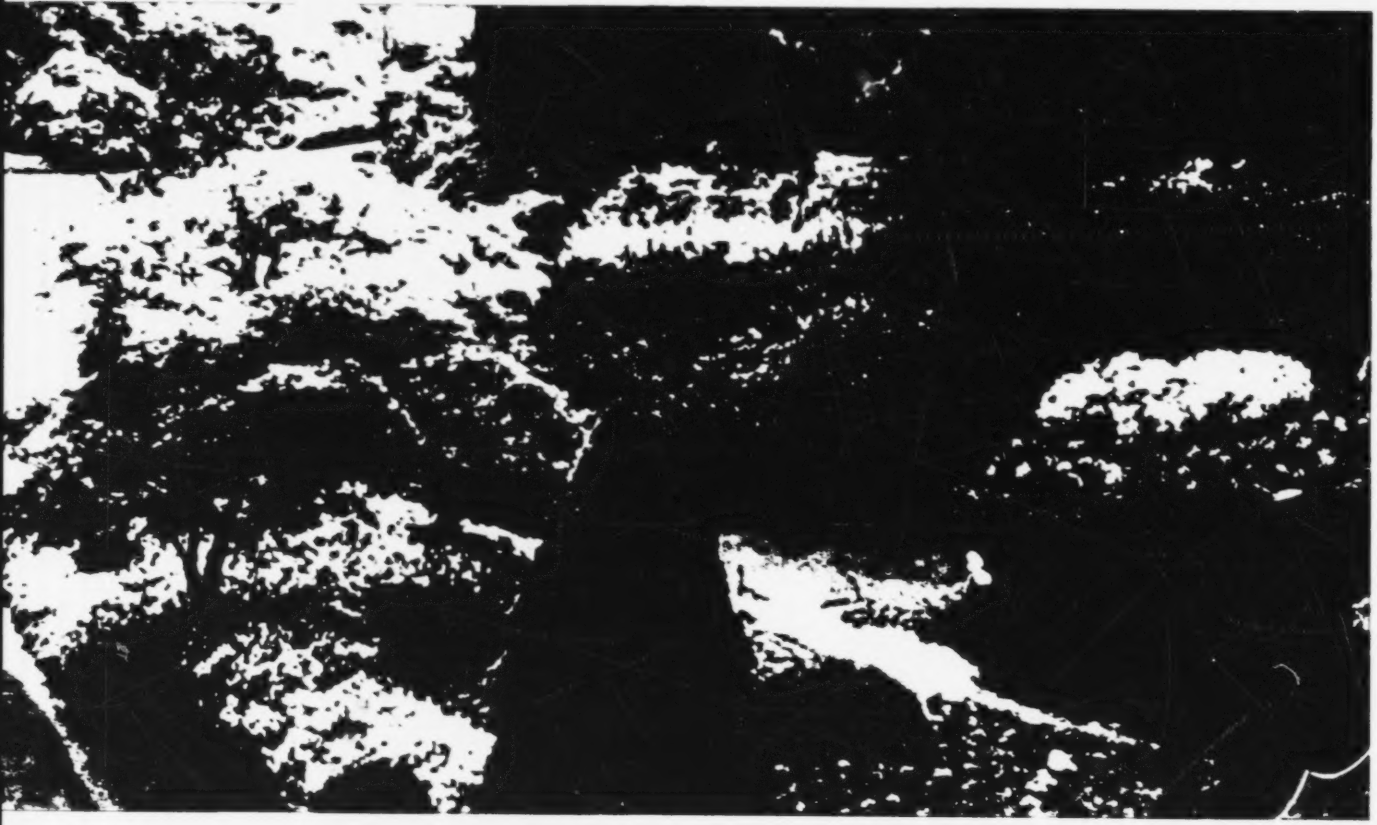

Joyce Milambiling explains why heritage languages are important for all of us

essary in everyday life. I do not believe that this dominance in itself is a bad thing (although some would argue that it is), but there are consequences for this power that English exerts both within and outside our borders.

One major consequence is the fact that Americans of all ages are overwhelmingly monolingual. English seems to be the only language that the majority of Americans speak or are even interested in speaking. This is true despite the fact that many Americans do speak various other languages in addition to English, and others do not yet speak English fluently. The numbers of other language speakers in the U.S. are large, yet they make up only a small percentage of the total population. Our national reputation as language learners is poor, despite the fact that there have been vocal advocates of improved foreign language study in this country both long before September 11, 2001, and certainly since. (See, for example, Nunberg, 2001; and Simon, 1988 and 2001.)

The attitude among Americans that foreign languages are important for other people but not us is closely tied with the stance that it is somehow un-American to speak or write in any other language but English. A rash of Official English legislation (including in my home state of Iowa), and court cases involving employees who speak or are forbidden to speak other languages in the workplace have brought attention to this position of supporting English to the exclusion of any other language. At the same time, this attitude is not universal among Americans. There is, in fact, widespread admiration for outsiders who are multilingual (for example, Pope John Paul II), and for people who

have learned languages as adults, especially if they are able to earn a living doing so.

On the other hand, "home-grown" bilingualism is considered more suspect. As a result, many immigrants do not attempt to use or develop their first languages once in the United States. English is rapidly replacing home languages such as Korean and Spanish and Russian in both young bilinguals and in second generation immigrant children. Losing a first language while acquiring a second one is known as subtractive bilingualism and may occur for some of the same reasons that Americans do not seek out opportunities to learn languages well. The pressure on immigrants to learn English is great, and they often do not see the point of passing on their first language to their children, especially those children who have been born here. Additive bilingualism, in contrast, results when a person retains a first language while also becoming fluent in the language of the larger society. Additive bilinguals certainly can be found in the U.S., but determination and community resources are often needed to ensure that the first languages and cultures of immigrants are not lost. An advantage of additive bilingualism is that skills from the first language can be used to develop subsequent languages (including English), and different generations in a family can make use of the home language inside and outside the home.

Promotion of additive bilingualism for all Americans, a position also known as "English-Plus," is a win/win proposition. English speakers would learn, really learn, a second language, and heritage language speakers, who almost all without exception (especially the children) learn English already, would be expected to hold on to and actively develop their home languages. This would expand our base of speakers of different languages, which would in turn widen our cultural, economic and strategic (read: military) capabilities. In this rapidly shrinking world, people need to think beyond mere reading and writing skills to what has been termed "international literacy." Ability in multiple languages is a part of this new kind of literacy.

Especially in light of the events of September 2001, it is time to reassess our attitudes and practices regarding language learning and language loss. An emphasis on language awareness and sensitivity, particularly among children, may be part of the solution. Respect toward heritage languages is certainly a part of this. The heritage language and English-Plus movements acknowledge the value of additive bilingualism and could easily contribute to the development of a more international orientation among Americans of all ages. As one observer noted: "We encourage the children of immigrants to be monolingual, then lament when there's no one available to translate the very languages these students grew up speaking" (Nunberg, 2001, B2). An even more compelling reason to reverse this situation is because the loss of heritage languages within families means that children and parents who live under the same roof cannot adequately communicate with each other. Furthermore, children develop their self concept through their experiences with others, especially their parents.

If we want to build a language competent society, and there are many reasons that we should want to, it is foolish to discard the first languages of potential bilinguals by emphasizing English at the expense of all other languages. There is no reason why the English language cannot retain its position in this country while at the same time more Americans become speakers and writers of the other languages spoken all over the world. I am convinced that this would only enrich life for all of us. {}

Recommended Reading

Cho, D. (2001, April 11). Separated by a wall of words: Many immigrants, children speak different languages. *Washington Post*, A1.

Fillmore, L.W. (2000). Loss of family languages: Should educators be concerned? *Theory Into Practice*, 39, 203-210.

Müller, K. (1996). From attitudes toward the foreign to the development of children's international literacy. In K. Müller and H. Tonkin (Eds.), *Language Status in the Post-Cold-War Era*. (pp. 117-136). Lanham, MD: University Press of America.

Nunberg, G. (2001, December 9). The answer is on the tip of our many tongues. *Washington Post*, B1.

Simon, P. (1988). *The Tongue-Tied American: Confronting the Foreign Language Crisis*. New York: Continuum.

Simon, P. (2001, October 23). Beef up the country's foreign language skills. *Washington Post*, A23.

Joyce Milambiling *is an associate professor in the English Department at the University of Northern Iowa. She teaches courses and writes on language learning and teaching and practical applications of linguistics.*

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Helping Students Up the

I am very excited to share some useful strategies with all the wonderful K-8 teachers who are working with second language learners out there. Recently I was talking with one of my college student teachers about actively engaging students in the learning process because she was having a hard time helping her struggling students learn social studies. As I was talking with her, I happened to look at my bookshelves and spotted a textbook I had bought for myself several years ago.

The book, *Up From Underachievement*, was written by Diane Heacox. I showed it to my student teacher and she borrowed it for two weeks. This book gives in-depth details about how to recognize and detect the characteristics of underachievers and achievers in the classroom.

Incredibly, only three weeks later, this student came back to my office with some good news. She had used the ideas in the book to detect learning styles, communication styles, interactive styles, and behavioral characteristics of her second language learners and was able to help her struggling students learn. I was very impressed with her intuitive creativity that she was able to cross-culturally inspire her students to engage in the academic learning process. I know that many other teachers can do similar things to help their deserving students learn to excel academically.

Creativity is what makes teachers the best educators. Most teachers know what they are going to teach, but only some know how to create a sensible and meaningful approach to teach the lesson plan. Throughout the years, I have learned that experienced teachers use a variety of approaches to help their low achievers and English language learners perform and even excel academically. Nevertheless, testing is a challenging task for most students, and teachers are sometimes frustrated to see the poor results because some students are not doing well enough on tests. Just like the student whom I was talking to in my office a few weeks ago. I want to offer teachers some specific ideas from which they can creatively choose to help their students test well.

> ***'Creativity is what makes teachers the best educators.'***

Students are failing not because they are flunking tests. They are failing because they cannot perform on the tests teachers use to measure them. Here are some strategies teachers may want to try to help students who have difficulty with tests, especially, second language learners. These are not new ideas; many teachers are using them already.

Here is what teachers should do:

Teach study skills: Most teachers are extremely busy and simply forget to teach basic study skills to their students. Forgetting to teach study skills is like giving someone a toolbox with no nuts or bolts. Students are really anxious and nervous about tests. Teachers may consciously tell their struggling students that they can use 3x5 cards and/or a team-study strategy to prepare for academic tests. For some students, using an academic planner to organize homework and testing dates is really helpful, especially, for those with poor organizational skills.

Teach subject matter well: Teachers should not only remind students of when they will be tested, but they should also drill them on what they will be tested on. Teachers must teach content adequately before testing. Many students are coming from homes that do not provide academic support since their parents may be illiterate in English, science, social studies, or math. Without a support system at home, these students are left to fend for themselves in dealing with schoolwork.

Recognize individual differences: Teachers should recognize that some students perform better on certain tests than other tests, and learning disabilities and language deficiencies affect which tests are appropriate to specific students. Therefore, teachers should incorporate different testing methods to measure student performance, such as cloze, discrete, cooperative learning test, or integrated methods.

Test frequently: Teachers should consider testing students on a frequent basis. Some students with limited English skills cannot absorb the amount of information included in a major test on Friday morning. Testing more often on smaller chunks of material and testing each academic subject separately would increase student confidence to perform better on the larger test. Moreover, teachers can use mini-

Learning Ladder

Christopher Vang **introduces some useful strategies designed to boost academic performance among young language learners**

tests (parts to whole approach) to help students prepare for a major test and use preview and review strategies to practice with students.

Prepare students for testing: Teachers should determine what method works best to prepare students for testing. Some strategies for prompting and helping students brush up are: PQ4R (preview, question, reading, reflecting, recitation, and review), KWL (known, want to know, and leaned), KTAV (kinesthetic, audio, and visual), SDAIE (specifically designed academic instruction in English, or sheltered instruction), ELD (English Language Development) reciprocal teaching, and scaffolding. PQ4R usually works for most academic subject matter, depending on the implementation process. In science and math classes, hands-on and minds-on activities produce academic skills leading toward developing constructive knowledge needed for academic success.

Assess learning before testing: Ongoing assessment of student learning is an academic key that helps teachers design the right test to boost and measure student achievement on a specific academic task. Academic assessment can be an ongoing process of teaching and learning in the classroom. Teachers should also reflect on their academic lesson plans intermittently and intermediately as they assess and test their students.

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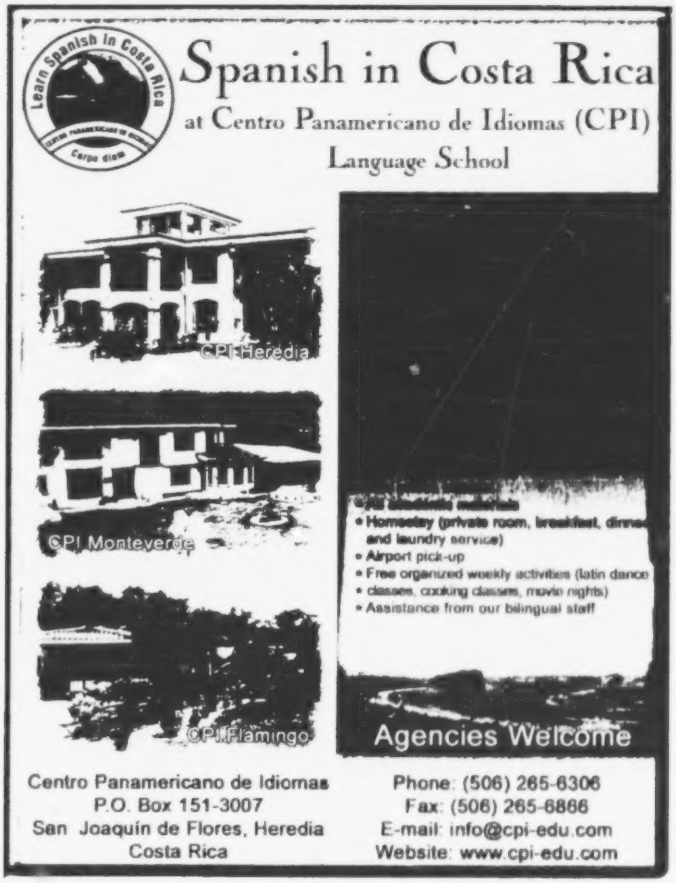

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OUP Hops on the LeapPad®

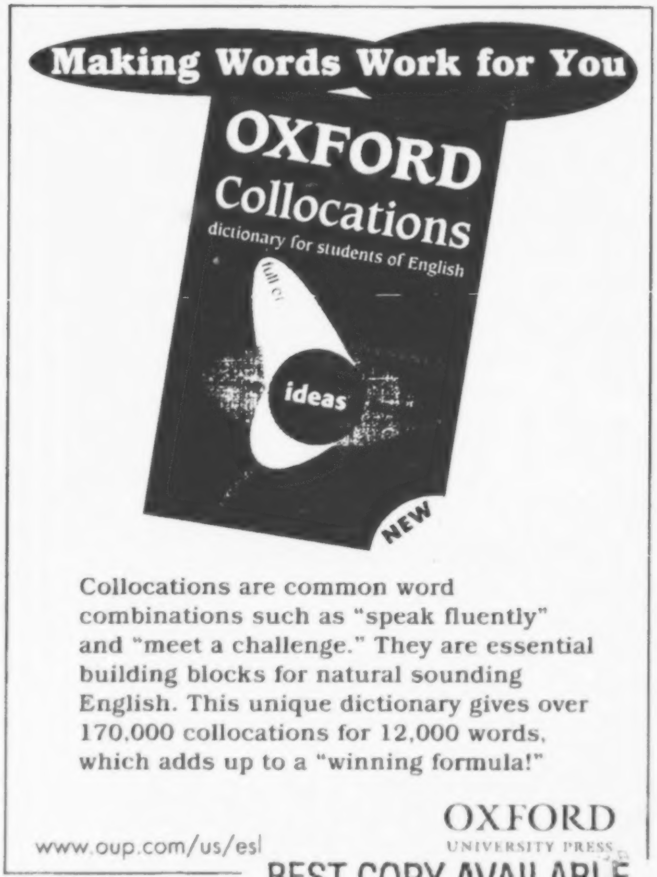
LeapFrog, a developer of innovative technology-based educational products, has announced that it is working with Oxford University Press (OUP), the publisher of English Language Teaching materials, to bring its Let's Go - English as a Foreign Language (EFL) series to the LeapPad(R) learning system. This agreement teams the LeapPad learning system, the best-selling learning platform in the US in 2002, with Let's Go, the popular children's EFL series.

LeapFrog plans to launch the Let's Go series for the LeapPad platform in key markets across Asia, Europe and Latin America.

"This partnership is aligned with our mission to be the leading educational company world-wide," stated Tim Bender, President of the Global Consumer Division at LeapFrog. "It is a natural progression — parents have often used our LeapPad platform to expose their children to English. We have built on Oxford's popular Let's Go series to bring the fun and engaging LeapFrog experience to EFL learning."

The Let's Go series for the LeapPad platform will offer the Oxford University Press gold-standard curriculum and content together with the fun and engaging interactivity of the LeapPad learning system. The Let's Go series for the LeapPad system will teach English as a Foreign Language to children from preschool through grade school.

"Oxford University Press is happy to team up with LeapFrog on this effort," Roy Gilbert, Managing Director, American English Language Teaching Division, Oxford University Press. "Let's Go has long been a best seller and we are very pleased to be able to bring it to even more children around the world in this interactive format."



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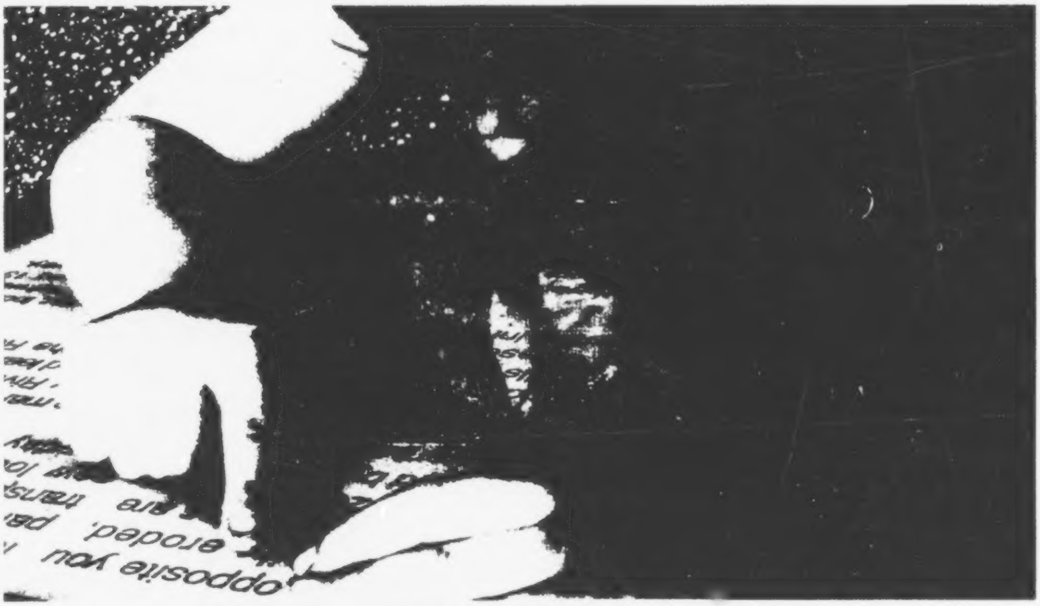

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Use teacher-made tests: To have an accurate measure of student learning, teachers should make their own tests specifically designed to measure what has been covered in the lessons. Sometimes, chapter review test from the text and scriptive tests are too complicated, especially, when teachers could not deliver the lesson adequately and academically.

Design test content: The test should be based on the content of the academic subject matter and the materials used for instruction. Strategies such as cloze, discrete, prescriptive, integrative, or knowledge-based methodologies can be used to assess student learning; however, what is tested must be what was taught because students cannot be expected to know what has not been taught. To facilitate academic learning and testing skills, teachers should include a variety of testing methods, such as short essay questions, short answers, multiple choices, matching, defining, true or false, and bonus questions.

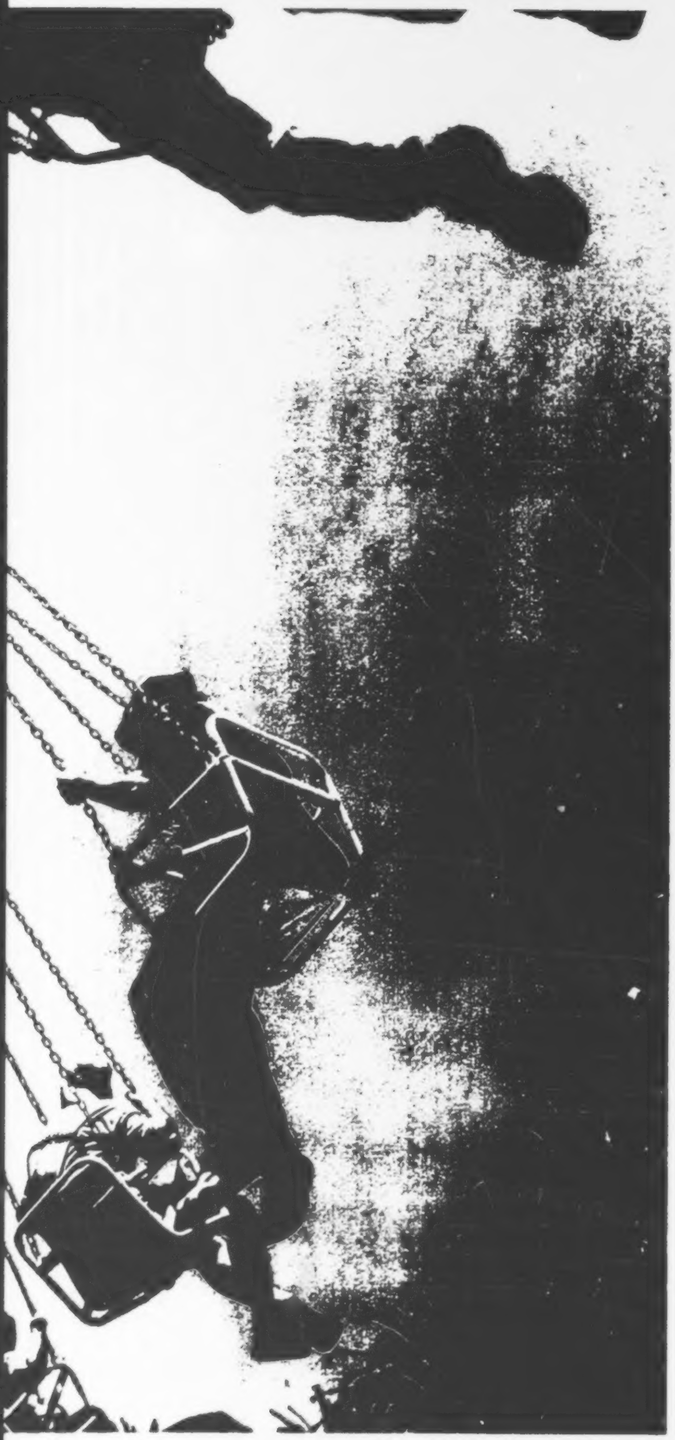
Use a study guide: Teachers should use a study guide as a review tool and/or a quick reference sheet to refresh students' memories before testing them. For those students with limited English skills, the study guide could be helpful to them to prepare at home. Also, a study guide should contain specific knowledge that the teachers would like their students to acquire from the content area of a particular academic subject. Especially for social studies, second language learners may have a difficulty grasping the content information while reading the chapter; however, the study guide may help them elicit concrete information from the reading in order for them to comprehend its entirety.

Allow sufficient time: Teachers should select a good time or an academic period that is quietly suitable for administering a test to students and allow students sufficient time to perform the task. A rushed test does not predict academic capability or student learning. Allowing adequate time reduces test anxiety, which helps to produce quality and meaningful results. It is not a bad idea for teachers not test students right after coming back from recess or lunch break because students could be physically humid, perspired, tired, thirsty, and agitated. It is important to make sure that students are cognitively prepared and ready for taking a test.

No Test on Mondays: Some teachers like to test students on Mondays and believe that students have ample time to study over the weekend. This assumption is found to be somewhat unproductive for testing because students either will forget to study or will come to school unprepared. Many students would tell their parents that they have no homework for the weekend because they would very much prefer to play with friends or perhaps would like to watch shows on TV. In addition, most parents are usually busy on the weekend and would not have time to prepare their children for study for test on Sunday night.

Second chance is worthwhile: Allowing students to redo assignments helps students learn from their mistakes, improve cognitive understanding, increase self-confidence, enhance study habits, retain information, and prepare for testing. After grading the test, teacher should talk to individual students about the incorrect answers and advise them to look at them over to see if they would know the correct answers to the questions. If not, teachers may go over the questions and answers with them so they can learn from it. In most cases, teachers would be surprised to find out how students chose the incorrect answers; that is the way that they understood the problem.

Use quality classroom management: Today's teachers are struggling to manage their classrooms on a daily basis. Some teachers are good; however, their classroom management styles need to improve in order for them to have more quality time teaching their students. Many teachers are losing their teaching time because of classroom disruptions, trying to discipline students, inadequate preparation, and poor organization skills. They only have so little time to deliver the content of a lesson plan and allow very minimum time for students to engage in academic activities. Many teachers think that class management is how they control their students in class.



Ironically, it is essential and more critical than just controlling, since having a quiet classroom does not mean that teachers are teaching and students are learning. Quality classroom management means that teachers must establish meaningful academic tasks to utilize as an ongoing process to facilitate effective and efficient teaching and learning, so that students will have quality time to actively engage in the academic-learning activities.

Use reflective teaching: Teachers should reflect on their teaching styles as often as possible to evaluate teaching performance. They can reflect in action (during a lesson plan) or reflect on action (right after teaching a lesson plan). It is obvious that many second language learners will be lost during the course of implementing a lesson plan while others are lagging behind due to the fact that these students may not familiarize with the academic objective. One of the ways experienced teachers reflect is to understand how they bring their students into the lesson plan's objective, how they assist their students through the teaching and learning process, and how they take their students beyond the lesson plan.

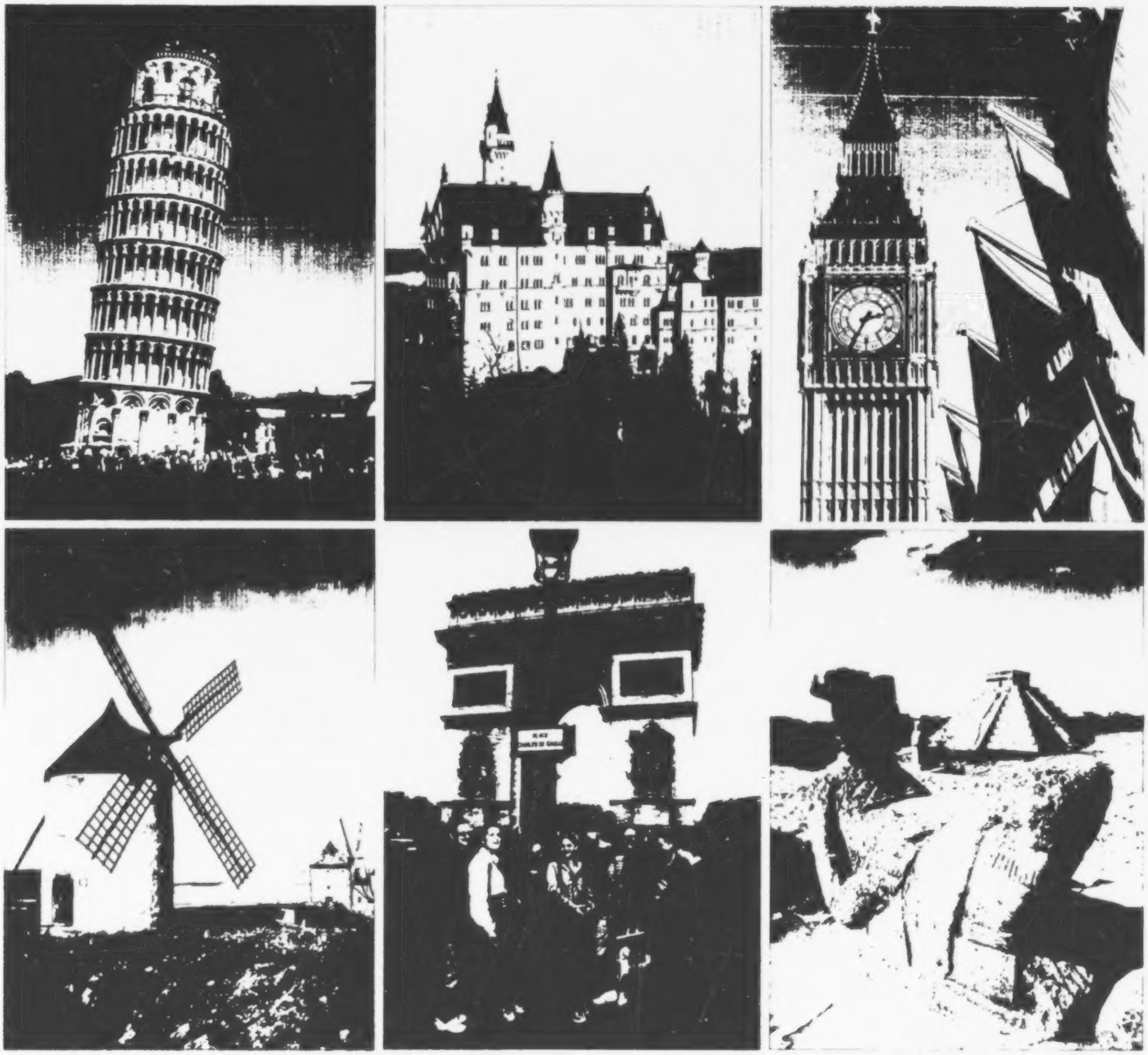
Moreover, giving students the right tools is the key to boosting their academic success. As I always remind my college students who are pursuing their teaching credentials to become classroom teachers: "It is not what you teach in class, it is how you teach it in class." Students are often overwhelmed when dealing with testing, even when they have the necessary skills to perform. I remember several years ago a college friend bought a videotape to help him study for final exams because he needed some guidance. It was titled "If There Is A Will, There Is An A." The tape's premise is true.

Most teachers know how to model their students and use quality guided practices; however, let me also share an old Chinese proverb with them: *Tell me, I forget; show me, I remember; Involve me, I understand*. Teachers are the guiding lights that each and every student needs; otherwise, learning can be emotionally and cognitively intimidated to minority students.

Lastly, keep in mind that while teachers are trying to teach students all about education, students are teaching them what education is all about. Some teachers could not define what education is, and education means different things to different people; however, for those students sitting in the class, it means the ongoing-formalized process of learning that involves the mind, body, and relationship with people and the world around them. Through the process, teachers are students' best gifts, mentors, and perhaps their best academic friends too. I really hope that these strategies are helpful to those who are working with bilingual students and are seeking to improve their students' academic performance.

Good luck to all in the classroom.

Dr. Christopher T. Vang *is an assistant professor of Teacher Education, California State University, Stanislaus.*



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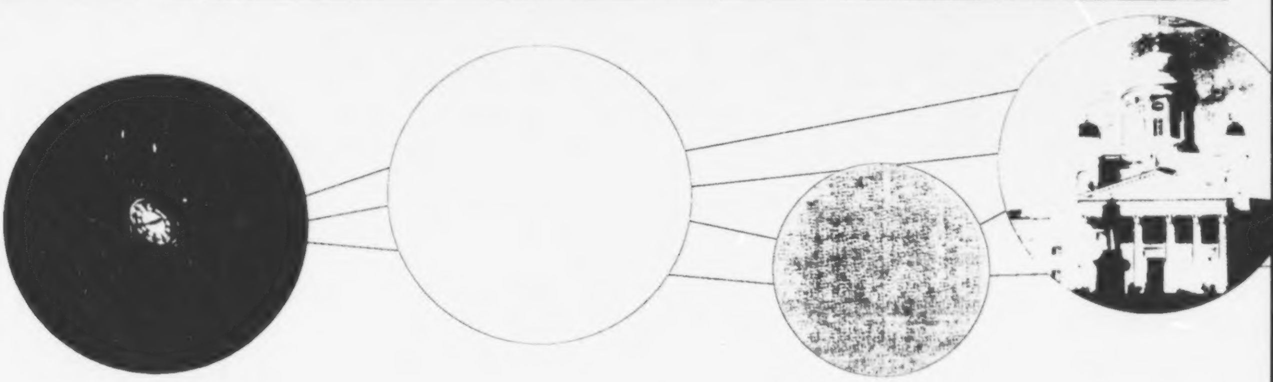

Language Collaborators

Europe has a particular challenge when it comes to communication between its citizens — namely, the large number of different languages spoken across the continent. The European Union (EU) is on the point of expanding its number of member states from 15 to 25 countries. This implies an increase in the number of official European Union languages from the current 11 to 20, not to mention the numerous regional and minority languages spoken across Europe.

Research has shown that the European public is increasingly interested in learning languages, for personal development, mobility and mutual understanding. However, there is still a long way to go before all Europeans reach the desired proficiency level of "mother tongue + 2 other languages" as described in the EU White Paper on Education and Training. The European Union runs several initiatives to help support and stimulate language learning across all educational sectors. One of these, the SOCRATES programme (Lingua Action 1), gave support to the Language Resource Centre (LRC) project from 2001 to 2003.

The main aim of the LRC project is to help improve support for language learning in general by raising the level of professional knowledge and dialogue among those responsible for LRCs. Over the past two years partners from very diverse geographical, linguistic, cultural backgrounds, have been pooling their expertise and learning from each other's experiences. In order to share what has been learnt as widely as possible the project has produced a publication, *The LRC Handbook: guidelines for setting up, running and expanding Language Resource Centres (LRCs)*, which is available free via the LRCnet portal (www.lrcnet.org).

Language Resource Centres — a growing phenomenon

In recent years there has been an increase in demand for language learning at all ages as well as recognition of the need to support different learning styles and to encourage learner autonomy. This has led to the creation of new Language Resource Centres (LRCs) and the expansion of many existing LRCs in all sectors of education and training.

Language Resource Centres are often known by different names depending on the geographical, linguistic and organizational context in which they are based. The project decided to be as "inclusive" as possible and interpret "Language Resource Centre" in the broadest sense of the term to include what may, in different institutions, be referred to as the: Language Centre; Self-Access Centre, Self-Access Library; Independent Study Centre; Resource Centre; Teachers' Centre; Resource Room; Language Library (...)

These days, LRCs can be found in many different settings: From schools to universities; On a regional, national and international level to support teachers and researchers; In companies and private language schools; In the training and education sector, and; Even "virtually" online on the Internet

For the LRC project, the defining elements of a Language Resource Centre (LRC) are that it provides: services (including resources) and facilities for users in support of a specific 'mission' related to language learning, teaching, applied linguistics or research into any of these areas.

Collaboration throughout Europe

From Spain to Bulgaria, Iceland to Malta, the LRC project has brought together sixteen organisations from thirteen European countries as well as the European Centre for Modern Languages of the Council of Europe. All partners have at least one thing in common — they are all responsible for running some kind of LRC.

The LRCs represented have a varied range of 'missions' between them and they cater for very different users, depending on the context in which they work:

Some LRCs cater only for language learners;

Some only for teachers, trainers, researchers, policy makers and other 'multipliers';

Some LRCs serve the whole of the education system of their region or country (promoting innovation, giving support, providing

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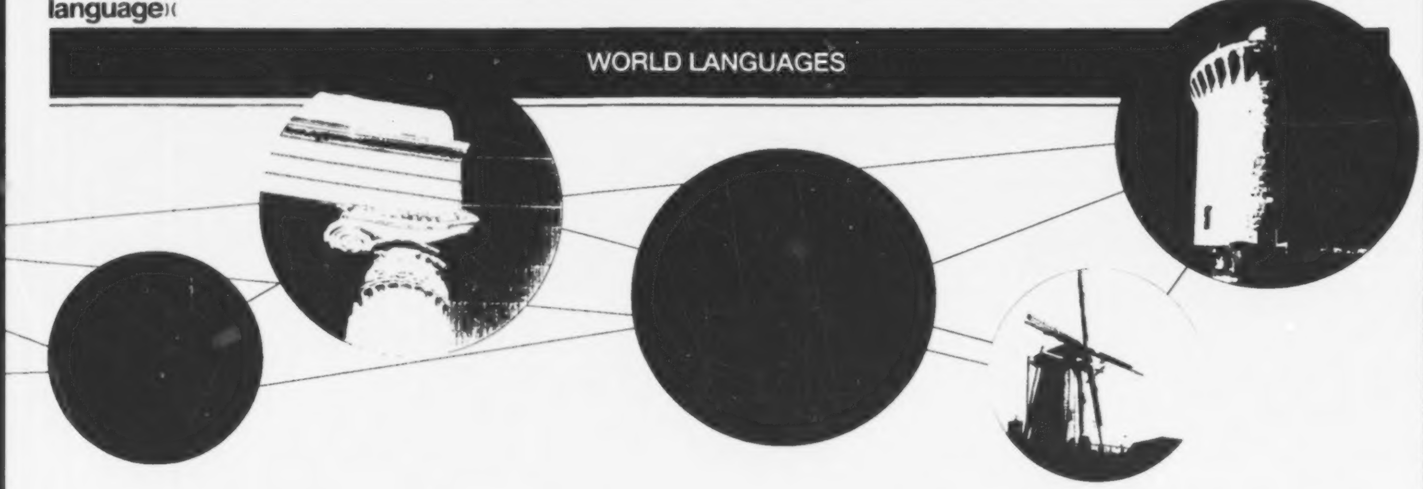

The Language Resource Centre Project aims to improve support for teaching throughout Europe *Philippa Wright reports.*

resources and training);

Some LRCs cater for all of these different user groups ... and more.

However, we were convinced that despite our diversity – or perhaps because of it — we could learn a lot from each other. Two years on we consider the gamble paid off, and we now have results to share with anyone interested in LRCs online at www.lrcnet.org

The LRC Handbook

At the start of the LRC project we carried out various information-sharing exercises to discover partners' strengths and areas of expertise. We agreed to try and "capture" the ideas, advice, examples of good practice — not to mention lessons learnt from past mistakes — in a publication to be shared with those outside the initial network of project partners. The result is The Language Resource Centre handbook: guidelines for setting up, running and expanding Language Resource Centres (LRCs). Our aim was to produce something useful for 'anyone' involved in running an LRC. Therefore, we have tried to make the LRC Handbook as practical and 'down-to-earth' as possible, as one partner put it 'like talking to a colleague'. It contains chapters on: Management; Users; Services and resources, and; Facilities

Each chapter includes checklists on related topics in the form of questions designed to promote reflection on current practice and to prompt readers about the myriad aspects involved in running an LRC. We have also included brief case studies (over 20 in total) from our experiences in our own LRCs to illustrate the publication with examples of real practice from a variety of institutions. There are also 'tips' from experienced practitioners, 'useful links' and 'general references' for further information.

The LRC Handbook is available free online in the 16 languages of the different regions and countries where the project partners work: Bulgarian; Catalan; Czech; Dutch; English; Finnish; French; Galician; German; Greek; Hungarian; Icelandic; Luxemburgish; Maltese; Slovene and Spanish.

Expanding the Network: How You Can Participate

The LRC project has put a framework in place via the LRC portal (www.lrcnet.org) to support a virtual professional network for anyone interested in LRCs. The emphasis is on informal exchange between colleagues from throughout Europe and further afield.

As well a the LRC Handbook, portal also gives access to The LRC Forum where you can take part in on-line discussions with other professionals on any aspect of setting up or running an LRC. Recent discussions have included: usability of websites; the merits of 'tailor-made versus commercial resources'; defining users needs; and "Hi-tech versus low-tech in LRCs."

Supplementary resources: an area for sharing LRC-related materials with colleagues in other LRCs. These resources can be anything from evaluation form templates to photos of your LRC; details of library management software providers or a list of promotional techniques. The resources have been made available freely and you are welcome to contribute to this growing gold mine of materials and information.

Over the past twenty years many individuals and institutions have helped evolve the 'art' of running a successful LRC, and we are indebted to those who have published and given workshops and presentations on Language Resource Centres (or 'Self-Access Centres') in the past. We hope you find the work of the LRC project useful, that it will contribute something to the field as a whole and that, thanks to the Internet, it can support on-going dialogue between practitioners across languages and borders.

You are warmly invited to access the portal, download the LRC handbook and take part in discussions on the LRC Forum. We would, of course, also be very happy to receive any feedback or suggestions.

Philippa Wright *is LRC project coordinator for the National Centre for Languages (CILT), UK and can be reached at philippa.wright@cilt.org.uk*

LRC project partners

UK	CILT - the National Centre for Languages (coordinators)
Austria	÷sterreichisches Sprachen-Kompetenz-Zentrum
Bulgaria	European Centre for Education and Training
Czech Republic	Charles University Prague, Institute of Language and Specialist Training
Finland	National Board of Education
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Hungary	In-service Teacher Training Centre for Methodology and Innovation
Iceland	University of Iceland Language Centre
Luxembourg	Centre des Langues Luxembourg
Malta	University of Malta Language Centre
The Netherlands	Centre for Innovation of Training (CINOP)
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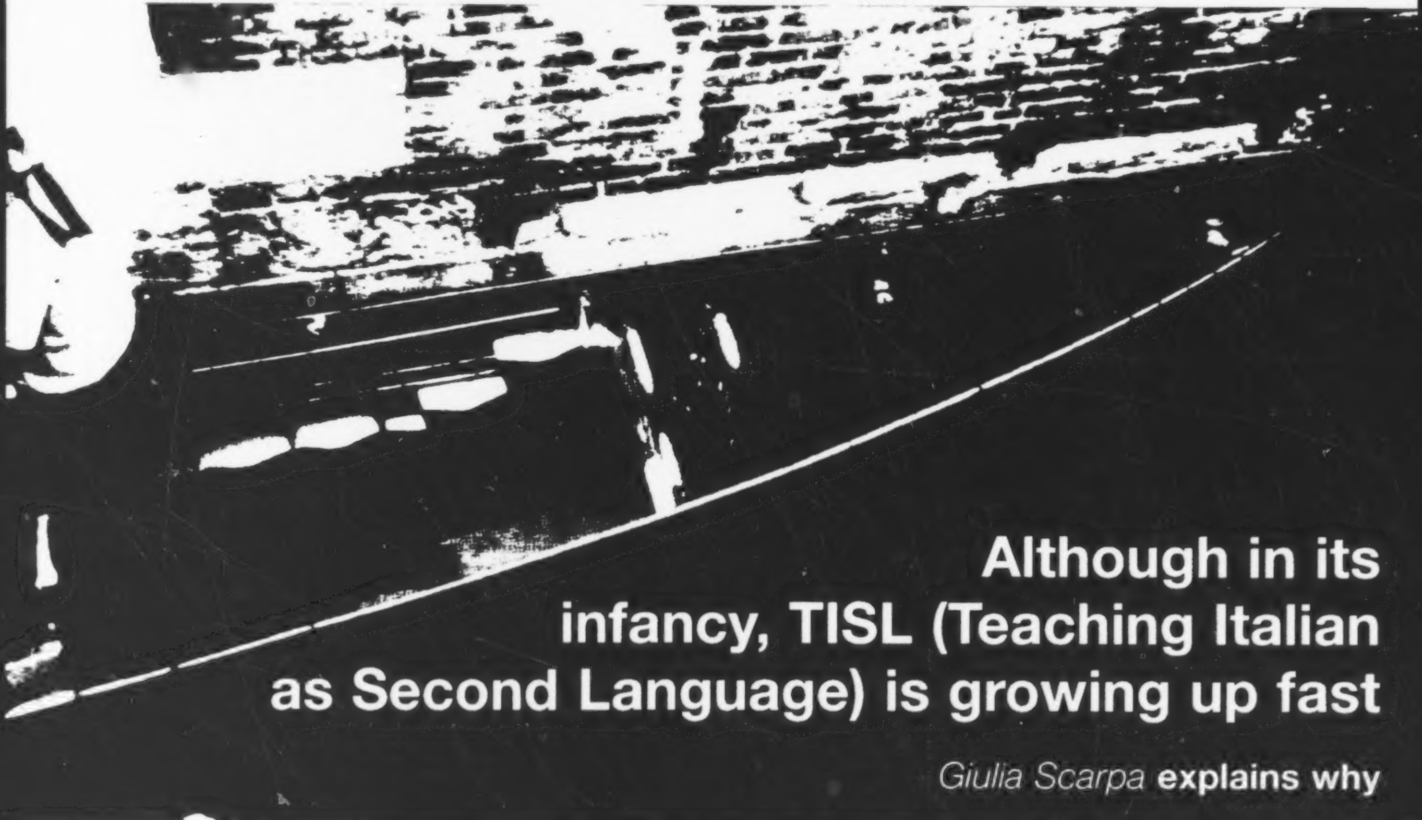
Teaching Italian Style



Although in its infancy, TISL (Teaching Italian as Second Language) is growing up fast

Giulia Scarpa **explains why**

Many people around the world have grown up speaking Italian at home and have gone on to teach it as a second language. Others have fallen in love with Italian art, fashion, opera, food, and culture and have studied the language in order to teach it in their own countries. For most people who learn or teach Italian, it is a real love affair — with all the implications such an affair carries, including the fine line between love and hate. Whether you are of Italian descent or not, the language is quite hard to learn (like any non-native tongue) and it can be frustrating to teach, especially if you love it and it means a lot to you because it is your heritage language.

The teaching of Italian as a Second Language (TISL) has only become specialized over the last decade or so. Before then, Italians taught the language privately or in schools and colleges simply because they were Italian and had a degree in Italian Literature, Philosophy or History. These teachers often relied upon what they remembered about learning Italian at school because, at that time, there were no specific resources about teaching methods. Classroom strategies were based on the principle that language learning was merely a prerequisite for the study of literature and many teachers were only too eager to leave the job of language teaching to assistants while they could pursue their own interests.

Grammar has always played a strong role in the teaching of Italian in the country's schools — although a recent ministerial investigation claims that Italian grammar is currently in a catastrophic state. In the early levels, there is much emphasis on the analysis of grammar, which is to be used later for students to cope with the language of literary giants such as Giovanni Boccaccio, Dante Alighieri, Francesco Petrarca, Giacomo Leopardi and Alessandro Manzoni. In fact, the teaching of modern Italian grammar has been approached pretty much in the same way as if it were Latin or Ancient Greek. The difference between learning about a language and learning a language has only become clear in recent years in the field of foreign language teaching. Grammar and Translation can be "exquisite" subjects to study and practice in schools devoted to the humanities, but they represent an intimidating burden unless a student is fluent in the language. The debate is still open over grammar being the starting point

or the end point while learning a foreign language. But why can't grammar be an all along point? Can't we teach and learn a language like Italian with pleasure and fun, with grammar included as one of the many components of an articulated and integrated approach?

It used to be thought that people enjoyed learning English because it is a language that has little grammar. Okay, we know that this is not true! But why has it been so hard to have fun when teaching and learning Italian? Let's face it, most people study and speak English in the world because it is necessary: no businessman, no scientist, no intellectual, no politician, no technician, and no young person can get on in life without learning English nowadays. The generalization has been that those who study and teach Italian do it for more "romantic" reasons - whether they hope to become great Dante scholars or sing Tosca in the original language: they simply love it!

Although in its infancy, TISL has become a profession whose results can be objectively tested and certified with standards and consistent measures of proficiency. These include the European Framework, the U.S. National Standards for Foreign Language Acquisition, exams such as CILS, CELI and Master's Degree Programs in TISL offered by many Italian universities and DITALS (Certificate for Teaching Italian to Foreigners).

The same is true for the publishing industry: the integration of new approaches has given innovative tools to teachers who have been looking for new materials. If it can be a pleasure to learn English as a Second or Foreign Language, then why not Italian? Concepts taken for granted in TESOL (learner-centered activities, focus on students needs, language use in specific situations, interaction among students with pair and group work, correction by peers, self-evaluation and negotiation of objectives, measured approaches to progress and difficulty, and teachers as facilitators) are now utilized in the field of TISL.

It is now possible to teach and learn Italian as a second language with texts that reflect on paper the fact that teachers are professionals who use an integrated approach to language acquisition. The development of language skills goes hand in hand with confidence building and consequent gratification for both students and teachers. Traditional activities can be combined with new approaches so that the latter, rather than threatening the quality of the learning process, give more energy and light to it. The discouragement that students sometimes feel when confronted with the long hours and hard work it takes to learn a foreign language can now be shared with teachers who are able to support learners from a psychological point of view by helping them to understand the mechanisms of language acquisition. Being aware of teaching strategies makes us better teachers just as much as awareness of learning strategies makes our students better learners. {}

Based in Florence, Italy, **Giulia Scarpa** *is the manager of External Relations and Marketing for Alma Edizioni. She contributes to the workshop design and methodological approach of the Officina di Alma Edizioni, the publisher's teacher training department.*

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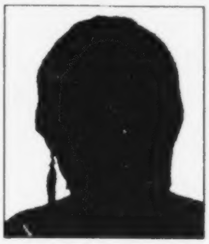

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Prior to joining the SIT faculty, Dr. Todeva earned a Master of Arts and a Ph.D. in English linguistics at the University of Sofia. She has taught at universities in Europe and the U.S., and for four years, at a university in Japan.

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INFORMATION FOR LIFE'S TRANSITIONS

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Lessons for the One-Computer Classroom

Barry Bakin

A regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. The version of Microsoft Word being used is Office 2000. Some instructions might differ slightly in other versions. Apple/Mac users can adapt the exercises to their particular platform.

For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Project #25 — Fantasy Photos!

Students use a special photo processing program to create a "Fantasy Photo" combining their own face with a "fantasy" background. They then insert the Fantasy Photo into a Word document and write about it. This is a fun project for all levels as the written component can be easily adapted to any level. Beginning students might only have to write a simple description of themselves or the image. More advanced students can be asked to produce more complex descriptions or use more advanced structures creating an elaborate description of an imaginary event that happened to them in the past or an event that they would like to happen. This project is different from previous projects in the series because it requires special photo processing software not always found on every computer. In this case, the software used is ArcSoft Photo Impression™ 2000. If this software or similar software by different companies that can produce the same type of image is not available to you, you can also have students create a "fantasy collage" using a variety of images from ClipArt.

Step 1) Prepare a Fantasy Photo that students can view as an example. The model for this project should look something like illustration 1 above. The instructions that follow are for the ArcSoft Photo Impression™ 2000 software.

Step 2) Introduce the project by showing your Fantasy Photo example to the whole class. It's fun to weave an especially outlandish tale about the picture. Alternatively, you can display the image or pass out copies of it and ask students to describe it.

Step 4) Introduce the software that they'll be using to create the

Fantasy Image and all of the operations necessary to create the image, from operating the camera and importing the original photo to choosing the desired background and inserting the face into the Fantasy template. Show the students how to save the completed image in a folder on the computer.

Step 5) Introduce or review inserting the saved picture into a Word document and any other general operations for creating, saving, and printing documents as necessary.

Step 6) Students work on their individual projects.

Step 7) As students complete their work, check the final product and save it before printing it.

Step 8) Students present their Fantasy Photos and speak about them in a presentation in front of the class (optional).
Steps for creating a Fantasy Photo using ArcSoft Photo Impression(tm) 2000 software.

Illustration 2

Step 1) Take a clear photo emphasizing a clear view of the face from directly in front of the subject.

Step 2) Save the photo in a folder on your computer.

Step 3) Open the ArcSoft Photo Impression™ 2000 software. Click on the "Get Photo" button in the upper left corner. Click on "From File" from the menu on the left and then on "Browse" to locate the folder where you saved the photo. Highlight the photo you saved and click on "Open" to open the photo in the ArcSoft Photo Impression™ 2000 work area (see illustration 3).

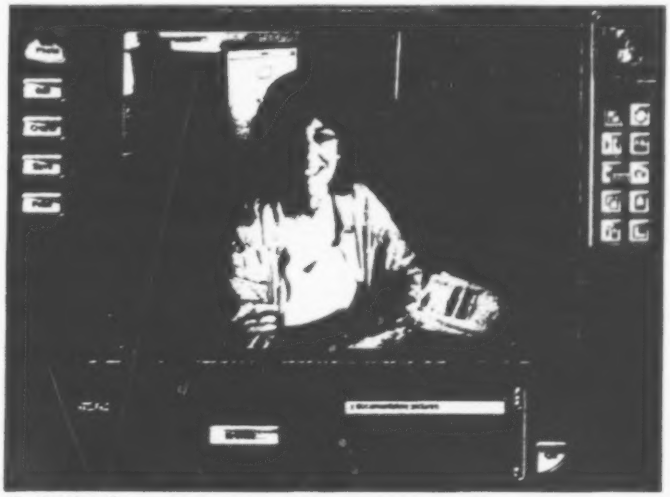
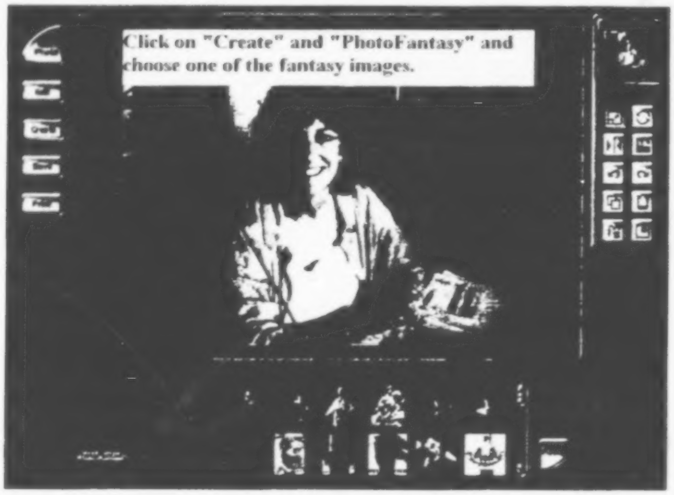


Illustration 3

Step 4) Click on the "Create" button and select the "PhotoFantasy" tab. Click on the arrow next to the "Role Play" menu item for some additional categories and more backgrounds (See illustration 4).



Click on "Create" and "PhotoFantasy" and choose one of the fantasy images.

Illustration 4

Step 5) The selected background will appear superimposed over the original photo (see illustration 5). Click on the "handles" at the corners of the photo to resize the face and rotate it to the correct angle. When you're satisfied with the appearance of the face within the new background, click on "Apply" and "Save" to create the final image and save it.

Step 6) Open up Microsoft Word and start a new document. Use Insert/Picture/From File to insert the Fantasy Photo into the new document. Students type the written description underneath the photo. (See the opening illustration on page 32 for the final product.)

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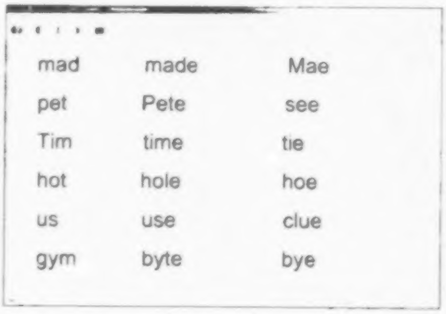

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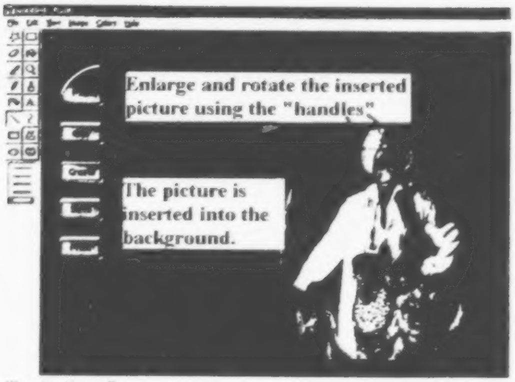
Enlarge and rotate the inserted picture using the "handles"
The picture is inserted into the background.

Illustration 5

Step 7) Save and print the final document.

Step 8) Students present their final picture and tell their story to the class. (optional)

Tips for working with computers and beginning students (individually at the computer or in groups)

■ Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes. Remind more advanced students to save their work themselves.

■ Be patient since beginning students are also likely to turn off the whole computer.

■ It is a good idea to keep one eye on the class and one eye on the student working at the computer.

■ Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.

■ Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.

■ Create a folder to help you organize the completed projects. For this project, call the folder "Fantasy Photos." As each student finishes, save the project in the same folder. You can also create a "Fantasy Photo Book," which is simply one document with all of the students' individual luggage tags pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. {}

Barry Bakin *is an ESL teacher and teacher advisor in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center and trains ESL teachers to integrate computers into ESL instruction.*

NEWS BYTES

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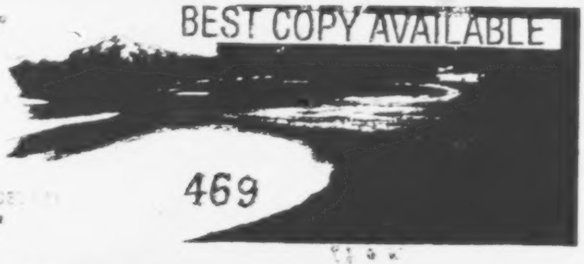

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Books for Adolescents

Conrad, Joseph. ***Juventud** (Youth)*. ***La línea de sombra**. (The Shadow-Line: A Confession)* 207p. Translated by Vincente Muñoz Puelles. ISBN: 84-667-2480-X.

Doyle, Arthur Conan. ***El sabueso de los Baskerville**. (The Hound of the Baskervilles)* 245p. Translated by Ramiro Sánchez Sanz. ISBN: 84-667-2479-6.

Gógol, Nikolai V. ***La nariz y otros cuentos**. (The Nose and Other Stories)* 253p. Translated by Isabel Vicente. ISBN: 84-667-2481-8.

Wells, Herbert George. ***La isla del Dr. Moreau**. (The Island of Dr. Moreau)* 189p. Translated by Catalina Martínez Muñoz. ISBN: 84-667-2478-8.

Wilde, Oscar. ***El retrato de Dorian Gray**. (The Picture of Dorian Gray)* 309p. Translated by Gabriela Bustelo. ISBN: 84-667-2482-6. Ea. Vol: (Tus Libros Selección) Madrid: Grupo Anaya, 2003. pap. $11.95. Gr. 9-adult.

Like previous titles in this series prepared especially for adolescents, these excellent Spanish renditions include brief introductions to each author as well as numerous sidebars and footnotes on almost every page explaining particular concepts and words. Titles are: Conrad's ***Juventud*** and ***La línea de sombra*** two classic works by the always-popular author; ***El sabueso de los Baskerville***, the only full-length novel by the creator of one of the most enduring detective series; five stories by Gógol, the nineteenth century Russian author, including ***La nariz***, a satirical short story of an ambitious nose that asserts its independence; H.G. Wells' ***La isla del Dr. Moreau***, a high-action satire about a warped scientist who conducts vile experiments; and Wilde's ***El retrato de Dorian Gray***, the surreal tale of a handsome young man who never ages.

Corona Berkin, Sarah. ***Miradas entrevistas: Aproximación a la cultura, comunicación y fotografía huichola**. (Glances, Interviews: Introduction to Huichol Culture, Communication and Photography)* Guadalajara, Mexico: Universidad de Guadalajara, 2002. 188p. ISBN: 970-27-0169-4. pap. $15.95. Gr. 8-adult.

The purpose of this book is to present a photographic view of the ***Huicholes***, an indigenous people from the state of Jalisco, Mexico, as viewed by young ***Huicholes*** themselves, with their own cameras. As opposed to tourist, scientific, or commercial photographs, these candid, color and black-and-white photos record the ideals, identities and aspirations of junior high school students from San Miguel Huaixtiia. Each photograph includes a caption written in the vernacular of the young photographers. Serious readers will be interested in the scholarly preface that discusses the ***Huichol*** environment and the research study.

Rennison, Louise. ***Mi gato Angus, el primer morreo y el plasta de mi padre**. (Angus, Thongs and Full-frontal Snogging)* Translated by Enrique Alda Delgado. Barcelona: Salamandra, 2001. 185p. ISBN: 84-7888-681-8. pap. $9.95. Gr. 8-12.

With the humor and honesty of the original British edition, Georgia Nicolson's ludicrous diary about her growing-up misadventures is as universal and engaging in this unrestrained Spanish rendition. In contrast to the (American) English edition which includes a glossary, Spanish speakers from the Americas will be puzzled by such Peninsular Spanish expressions as morreo (kiss) and plasta (difficult person), without the benefit of a glossary. Nevertheless, Georgia, who describes herself as: "***¡Tengo catorce años, rebozo feminidad y llevo sujetador!***" (p.9) tells about her concerns with boys, sex, her parents, and her looks with such candor that the Spanishisms only add to her wit and appeal.

Tortajada, Ana. ***Nahid, mi hermana afgana**. (Nahid, My Afghan Sister)* Barcelona: Montena/Mondadori, 2001. 206p. ISBN: 84-8441-139-7. $15.95. Gr. 9-adult.

The author wrote this novel to expose the tragic life of Afghan people under the Taliban. Through Nahid, a young Afghan woman, and her friend, Sharif, a young man, readers experience the numerous prohibitions imposed by this "*régimen de terror*" (government of terror). It is written as an exchange of e-mails between Nahid and her cyberfriend Ariadna, a Spanish journalism student, who needs to write a paper on world conflict. Perhaps the historical/political references such as the following may be overdone: "*¿Y qué me dices de Estados Unidos, Nahid? ¿Acaso no fueron ellos quienes crearon a los monstrous de los talibanes?*" (p. 72) (And what do you say about the United Status, Nahid? Weren't they the ones that created the Taliban monsters?) Yet readers interested in life in Afghanistan under the Taliban, especially as it affected young men and women, will not be disappointed. An afterword, written on October 17, 2001 just after 9/11, briefly describes U.S. bombings in Afghanistan. This is not an engrossing novel written through the eyes of a young person; rather, it is a simply written plea for a better future for the people of Afghanistan.

Books for the Middle Grades

Bajo, Cristina. ***El guardián del último fuego y otras leyendas.*** (***The Guardian of the Last Fire and Other Legends***) Illus: Marcelo Elizalde. Buenos Aires: Editorial Atl-ntida, 2001. 41p. ISBN: 950-08-2562-7. $18.95. Gr. 4-7.

Set in Argentina, this collection of five legends from the indigenous people of this South American country tell about feats of magic and mysterious transformations. Joyfully enhanced with the vernacular of Argentina, these fast-paced retellings describe the origins of native flora that feed hungry birds, provide rain, punish a guilty warrior, and cure a sick king. Elizalde's striking, full-page watercolors and informative glossaries at the beginning of each legend add further to their interest and excitement.

Del pellejo de una pulga
y otros versos para jugar

Del pellejo de una pulga y otros versos para jugar. (*From the Skin of a Flea and Other Rhymes to Play*) Selected by Manuel Peña Muñoz. Illus: Paloma Valdivia. Santiago de Chile: Santillana, 2002. 41p. ISBN: 956-15-0742-0. pap. $9.95. Gr. 2-5.

More than eight traditional games, songs, tongue twisters, riddles and poems from the Spanish-speaking world are included in this unassuming paperback publication. From the joyful economy of traditional rhymes to the rollicking rhythms and rhyming forms of children's games, these have been sources of pleasure for generations of Spanish speakers. Regrettably, it does not include an index and the geometric two-tone illustrations are mere decorations.

Guillén, Nicolás. *Isla de rojo coral.* (*Red Coral Island*) Salamanca: Lóguez Ediciones, 2001. 137p. ISBN: 84-85334-68-X. pap. $9.95. Gr. 4-8.

Inspired by African Cuban folklore, Nicolás Guillén (1902-1989), one of the most acclaimed Cuban authors, wrote poems that resonate with the rhythm and lyricism of the music of his country. With a prologue by Ana Pelegrín, these selections include lighthearted rhymes and riddles, as well as imaginary poems that tell about zoos, and speak about family, girlfriends, travel, and racial discrimination. A glossary is also included.

Remi Georges, Herge. ***Las aventuras de Tintín en el país de los Soviets.*** (***The Adventures of Tintin in the Land of the Soviets***) Translated by José Fernández Z. Barcelona: Editorial Juventud, 2002. 139p. ISBN: 84-261-1988-3. $17.95. Gr. 4-7.

First created in 1929 for a Belgian newspaper by the celebrated cartoonist Herge, this snappy Spanish rendition with the original black-and-white cartoons features Tintin, an audacious boy reporter and Milú, his shrewd dog, as they travel to Russia to investigate the misdeeds of the Soviets. Some readers may object to the strong anti-Soviet depictions and stereotyped Chinese characters of the times, yet Tintin's speedy escapades and breathtaking getaways will appeal to graphic novel fans.

Scieszka, Jon. ***¡Ay, Samuray!*** (***Sam Samurai***) 120p. ISBN: 958-04-6867-2.

Nos vemos, gladiador. (***See You Later, Gladiator***) 126p. ISBN: 958-04-6484-7. Ea. vol: Illus: Adam McCauley. Translated by María Mercedes Correa. (Torre de Papel) Bogot-: Editorial Norma, 2002. pap. $8.95. Gr. 4-6.

The original Time Warp Trio, now renamed Pacho, Beto and Sergio, are just as outrageous in these lively Spanish renditions that have maintained Scieszka's fast-paced language and sense of humor and McCauley's stylized, geometric drawings. In *¡Ay, Samuray!* The trio is off to making up haikus as they mix with Samurais and serious adventures in seventeenth-century Japan. Ancient Rome is the setting for ***Nos vemos, gladiador*** where Pacho, Beto, and Sergio confront vicious crocodiles and lions as well as ferocious gladiators.

Silverstein, Shel. ***Donde el camino se corta: Nuevos caminos para reírse.*** (Where the Sidewalk Ends) Illus: the author. Translated by Victoria Alonso Blanco. Barcelona: Ediciones B, 2001. 171p. ISBN: 84-406-9962-X. $17.05. Gr. 4-7.

Silverstein's popular collection of humorous poems is now available in this jocose Spanish rendition with his original, whimsical, black-and-white line illustrations. Blanco has done a wonderful job in rendering Silverstein's improbable characters and situations as well as his use of rhyme, sound patterns, rhythm, and repetition. In addition to Peninsular Spanish pronouns and conjugations (vengáis, os digo, et. al.), Spanish speakers in the United States will note a few adaptations for children in Spain: The poem "Banderas" ("Flags") describes the colors in the flags of four European countries, rather than the stars in Alaska, Nebraska, North Dakota, and Minnesota. And the inch in "One inch tall" is "Si un centímetro midieras."

Ventura, Antonio. ***El pájaro y la princesa.*** (***The Bird and the Princess***) Illus: Teresa Novoa. Mexico City: Fondo de Cultura Económica, 2001. 26p. ISBN: 968-16-6358-6. $15.95. Gr. 2-4.

A lovely princess eagerly awaits a bird's arrival. Through him and her book, she learns about the forest, the sound of the ocean, the color of the sky, the beauty of snow, and the darkness of nighttime. Novoa's imaginative, double-page watercolors perfectly capture the loneliness and mood of Ventura's philosophical, almost poetic narrative. As an allegory of wisdom and liberty, this story will appeal to thoughtful readers (and their parents).

Books for the Young

Ballesteros, Xosé. *El traje nuevo del rey*. (*The Emperor's New Clothes*) Illus: João Caetano. Pontevedra: Kalandraka, 2001. 34p. ISBN: 84-8464-063-9. $14.95. Gr. Pres-2.

Based on H. C. Andersen's classic story, this fresh retelling, filled with vivid, figurative language, and humorous repetition, recounts how everyone, except a boy, is afraid to tell the emperor the truth about his clothes. The avant-garde double-page spreads provide a sense of depth and perspective that add immensely to the story's whimsical appeal.

Bonniol, Magali. *Pipí en la hierba*. (*Wee-Wee on the Grass*) Illus: the author. Translated from the French by Laura Ros Vinent. Barcelona: Editorial Corimbo, 2002. 34p. ISBN: 84-8470-049-6. $16.95. Gr. Preschool.

In a compelling, first-person narration, a young girl describes her urgent need to go wee-wee in a peaceful, country-like setting. As she crosses her knees, she looks for an acceptable place where she can avoid a stinging plant and a spider. When she finds the right place, she squats, pulls down her panties, worries about being followed by a spider, wee-wees "un bonito río" (a nice river), which, she concludes is a deluge for ants, and walks away with her skirt still caught inside her panties. Some adults may be offended by the candid depiction of the child's actions, but the loose, black pen and watercolor illustrations and the simple frank text make this a realistic story that all children can identify with. Originally published by L'ecole des Loisirs, Paris, in 2000.

Nesquens, Daniel. *Kangu va de excursión*. (*Kangu Goes on an Outing*) ISBN: 84-667-1403-0.

—. *Y tú ¿cómo te llamas?* (*And You, What Is Your Name?*) ISBN: 84-667-1402-2. Ea. vol.: 16p. Illus: Elisa Arguilé. (Mi Primera Sopa) Madrid: Grupo Anaya, 2002. $7.95. Gr. Preschool.

With appealing covers, eye-catching, double-spread illustrations and a simple text, these well-constructed board books will encourage the very young to go on an outing with Kangu, a charming kangaroo and her turtle friend (in *Kangu va de excursión*) and to talk about their family, teacher, and themselves (in *Y tú ¿cómo te llamas?*).

Pavlǒva, Anna. *Soñé que era una bailarina*. (*I Dreamed I Was a Ballerina*) Illus: Edgar Degas. Translated by Miguel Ángel Mendo. Barcelona: Ediciones Serres, 2002. 32p. ISBN: 84-8488-062-1. $14.00. Gr. K-3.

Anna Pavlova's tender words reminiscing about her childhood and love of ballet have been delicately rendered into Spanish that young Spanish-speaking ballet lovers will find irresistible. Accompanied by Edgar Degas' always-inspiring paintings featuring ballet scenes, dancers, students, and instructors, and with informative end notes about the dancer and the artist, this exquisite memoir will delight and sway all artists-to-be.

Pommaux, Yvan. *El sueño interminable: Una investigación de John Chatterton*. (*The Never-End Sleep: An Investigation by John Chatterton*) Translated by Leopoldo Iribarren. Caracas: Editorial Ekaré, 2002. 40p. ISBN: 980-257-271-3. $15.95. Gr. 2-4.

Like previous titles in this series featuring "detective" John Chatterton, a zoot-suited black cat, who is now hired by a mean-looking dog executive to save his daughter from a never-ending sleep. Loosely based on Sleeping Beauty, this modern tale of teenagers in love tells about a shy contemporary hero and a pretty skater. Reluctant readers will enjoy the simple sentences, dialogue balloons and bold, avant-garde full-page illustrations. Originally published by L'ecole des loisirs, Paris.

Ramos, Mario. *¡A la cama monstruo!* (*Monster, to Bed!*) Illus: the author. Translated from the French by Margarida Trias. Barcelona: Editorial Corimbo, 2001. 26p. ISBN: 84-8470-007-0. pap. $7.95. Gr. Pres-1.

An energetic child monster tries every trick possible to delay bedtime as his frustrated (human) father runs after him in the living room, takes him to mother for a good night kiss, waits impatiently while monstruito sits on the toilet as father states, "*Qué ¿Llega o no llega esta caca?*" ("What, where is pooh-pooh?"), and other common routines. Finally, father kisses monstruito good night with endearing words to which monstruito answers (in bold letters): "*¡Buenas noches, papá monstruo!*" ("Good night monster father") with an appropriate illustration of a big monster leaving the bedroom. The snappy text, with young children's and parent's daily vernacular, and the cartoonish black-ink-and watercolor illustrations make this nightly routine, originally published by L'ecole des Loisirs, Paris, a joyous exaggeration.

Sato, Wakiko. *Pío-pío*. (*Peep-Peep*) Illus: Eigoro Futamata. Translated by Julia Vinent. Barcelona: Editorial Corimbo, 2002. 36p. ISBN: 84-8470-041-0. $15.95. Gr. Pres-1.

Wakiko Sato Eigoro Futamata
Pío-pío

A baby chick goes for a walk and exchanges his "*pío*" (peep) for a mouse's "*ric*," as he strolls along he exchanges "*ric*" for a little pig's "*oing*," "*oing*" for a frog's "*croa*," "*croa*" for a dog's "*guau*," (which scares a cat,) and "*miau*" for a turtle's "Mmmm..." But mama hen doesn't appreciate being greeted with "Mmmm..." Spanish-speaking children will appreciate the wordplay as well as the lively, repetitive text that brims with simplicity and charm. In addition, the lighthearted double-page spreads depicting the animals in playful country-like settings make this a wonderful book for viewers or listeners of any age. {}

Isabel Schon *is director of the Barahona Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos.*

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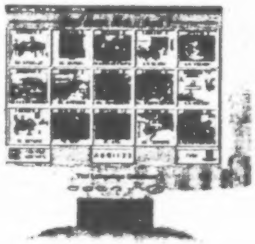

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Insufficient Internationalization

Bruce Myles reports on a new study indicating that U.S. colleges need to increase study abroad programs to internationalize undergraduates

After the terrorist attacks of September 11th there was a general recognition across the U.S. of the need to 'internationalize' Americans, however two years later, little has been done to incorporate this rationale in college programs. Although more colleges are requiring foreign-language courses in their undergraduate curricula, most fail to provide their students with a sufficiently "internationalized" education, according to a report released last month by the American Council on Education.

"While some bright spots exist, U.S. higher-education institutions have a long way to go before all students graduate with international skills and knowledge," says the report, which is based on a study of curriculums and programs at 752 colleges and universities. Professors and students at those institutions were surveyed as part of the study.

"It's a very mixed picture," said Madeleine F. Green, the council's vice president and director of its Center for Institutional and International Initiatives. Ms. Green said that American colleges and universities demonstrate a "disappointing" level of "articulated commitment" to the significance of international learning. Only a quarter of the institutions surveyed, she said, included internationalization as a top strategic priority, while just over one-third had made it a part of their mission statements.

While 67 percent of faculty members and 65 percent of students surveyed expressed support for international education requirements, according to the report, a smaller number actually engaged in internationally oriented pursuits: 41 percent of faculty members said they had taught an undergraduate course with international content in the last three years, and less than 15 percent of students reported participating in international clubs or study groups with international students.

Only 12 percent of students surveyed had participated in study-abroad programs, according to the report. Ms. Green warned that the finding shows that "you can't count study abroad as the major vehicle of internationalization."

Council members agreed that it was especially important to make international education a priority since September 11, 2001.

> **'"While some bright spots exist, U.S. higher-education institutions have a long way to go before all students graduate with international skills and knowledge," says the report.'**

According to David Ward, the council's president, the terrorist attacks "amplified a problem that has been developing since the end of the cold war," when, he said, interest in international affairs on college campuses began to decline.

The study also revealed a lack of diversity in foreign-language courses taken, with 64 percent of students who enroll in foreign languages choosing to study Spanish. According to the report, while the number of students in Spanish-language classes has increased since the 1970s, the number studying other languages, particularly French, German, and Russian, has dropped. Few undergraduates opt to study the languages of Africa, Asia, or the Middle East. The "narrow focus" of foreign-language enrollments, the report says, poses "a serious danger to U.S. ability to communicate effectively with other nations."

The lack of internationalization on college campuses can only serve to strengthen the case for increasing undergraduate study abroad options. {}

Bruce Myles *is an international educational consultant based in New York, NY.*

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THE LONE STAR STATE OF SPEECH

Most people easily recognize the distinctive speech of the Texans. Here, *Guy Bailey* and *Jan Tillery* explain how Texas English derives from a unique blend of elements that occur across the U.S.

Few states have as great a presence in the popular imagination as Texas. For many Americans the mere mention of the state brings to mind oil and cowboys, glitzy modern cities and huge isolated ranches, braggadocio and excess. The popular image has been fueled to a large extent by the size of the state, its portrayal in television shows such as *Dallas* and in movies such as *Giant* and *The Alamo*, its larger-than-life political figures such as Lyndon Johnson, and its unique history. Unlike other states, Texas was an independent nation before it became a state, had its own Revolutionary War and creation story (who hasn't heard of the Alamo?), and negotiated special considerations when it joined the union (the Texas flag, for instance, can fly at the same level as the United States flag). Moreover, the pride of Texans in their state and its culture reinforces the idea that Texas is somehow unique. Visitors to the state are often struck by the extent to which the Texas flag is displayed, not only at government offices, but also at private residences, on the sides of barns, at car dealerships, and on tee shirts, cups, and other items. The Texas flag flies virtually everywhere, even in areas like the Rio Grande Valley, where the flag of Texas often stands along side the flag of Mexico.

Perhaps because of the sense of the state's uniqueness in the popular imagination, Texas English (TXE) is often assumed to be somehow unique too. The inauguration of George W. Bush as President, for instance, led to a rash of stories in the popular media about the new kind of English in the White House (Armed Forces Radio ran an interview with us on the new President's English once an hour for 24 hours). The irony of the media frenzy, of course, is that the man George Bush was replacing in the White House spoke a variety of English that was quite similar to Bush's in many ways and perhaps even more marked by regional features. Actually, the uniqueness of TXE is probably more an artifact of the presence of Texas in the popular imagination than a reflection of linguistic circumstances. Only a few features of Texas speech do not occur somewhere else. Nevertheless, in its mix of elements both from various dialects of English and from other languages, TXE is in fact somewhat different from other closely related varieties.

A Short Linguistic History of Texas

Any linguistic overview of Texas must begin with the realization that English is, historically, the second language of the state. Even setting aside the languages of Native Americans in the area, Spanish was spoken in Texas for nearly a century before English was. With the opening up of Texas to Anglo settlement in the 1820s, however, English quickly became as widely used as Spanish, although bilingualism was not uncommon in early Texas. While the outcome of the Texas Revolution meant that Anglos would outnumber Hispanics for many years to come and that English would be the dominant language in the new nation and state, the early Hispanic settlement of the state insured that much of that culture (the ranching system, for example) and many Spanish words (e.g., *mesa*, *remuda*, and *pilón*) would blend with the culture and language that Anglos brought from the east to form a unique Texas mix. The continuing influx of settlers from 1840 to the beginning of the twentieth century enhanced and transformed the mix.

Anglos from both the Lower South (Louisiana, Mississippi,

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Alabama, Georgia, and South Carolina) and the Upper South (Tennessee, Kentucky, and North Carolina) moved rapidly into the new state after 1840, frequently bring their slaves with them. Lower Southerners generally dominated in east and southeast Texas and Upper Southerners in the north and central parts of the state, though there was considerable dialect mixing. This complex dialect situation was further complicated, especially in southeast and south central Texas, by significant direct migration from Europe. Large numbers of Germans, Austrians, Czechs, Italians, and Poles (the first permanent Polish settlement in the U. S. was at Panna Maria in 1854) came to Texas during the nineteenth century. In some cases their descendents preserved their languages well into the twentieth century, and they influenced English in certain parts of Texas even as they gradually gave up their native tongues.

Although the border between Texas and Mexico has always been a permeable one, migration from Mexico accelerated rapidly after the Mexican Revolution of 1910-1920, slowed somewhat during the mid twentieth century, and since 1990 has been massive. As late as 1990, only 20 percent of the 4 million Mexican Americans in Texas were born in Mexico. After 1990, however, the number of immigrants grew rapidly. During the two-year span between 2000 and 2002, for instance, foreign migration into Texas, most of it from Mexico, totaled more than 360,000. The new immigration is steadily changing the demographic profile of the state and insures that Spanish will remain a vital language in Texas for some time to come. In fact, it has led to a resurgence of Spanish in some areas. The linguistic consequences of the new migration will be worth following.

Some Characteristics of Texas English

As the settlement history suggests, TXE is a form of Southern American English and thus includes many of the lexical, grammatical, and phonological features of Southern American English. As a result of the complex settlement pattern, however, the South Midland/Southern dialect division that divided areas to the east was blurred in Texas. Throughout the history of the state, South Midland lexical items (e.g., *green bean* and *chigger*) and phonological features (e.g., constricted post-vocalic /r/ in words like *forty* and intrusive /r/ in words like *warsh*) have coexisted and competed with Southern words (e.g., *snap bean* and *redbug*) and pronunciations ("r-lessness" in words like *forty* and *four*), although Southern features were and still are strongest in east Texas. In south, south central, and west Texas, a substantial number of Spanish words gained general currency. Lexical items like *frijoles*, *olla*, *arroyo*, and *remuda* reflect not only the relatively large number of Hispanics in the areas, but also the importance of Mexican American culture in the development of a distinct Texas culture. These areas of the state are different linguistically in one other way. Many features of Southern American English never became as widespread there so that hallmarks of Southern English like the quasi-modal *fixin to* (as in, "I can't talk to you now; I'm fixin to leave") multiple modals like *might could* (as in, "I can't go today, but I might could go tomorrow") and traditional pronunciations like the upgliding diphthong in *dog* (often rendered in dialect literature as *dawg*) have always been restricted in their occurrence in south and south central Texas, although they occurred extensively elsewhere.

'...at least one traditional pronunciation, the use of ar in words like *horse* and *for* (this makes *lord* sound like *lard*), occurs only in Texas, Utah and a few other places.'

Other trademarks of Southern English also occur extensively throughout most of the state, with south and south central Texas sometimes being exceptions. These include both stereotypical phonological features such as the *pen/pin* merger (both words sound like the latter) and the loss of the offglide of /ai/ in words like ride and right (so that they sound like *rahd* and *raht*) and also grammatical features like y'all, fixin to, and perfective done (as in "I've done finished that"). In addition, a number of lexical items seem to have originated or have their greatest currency in Texas (e.g., tank 'stock pond,' *maverick* 'stray or unbranded calf,' *doggie* 'calf,' and *roughneck* 'oil field worker'), while at least one traditional pronunciation, the use of ar in words like *horse* and *for* (this makes *lord* sound like *lard*), occurs only in Texas, Utah and a few other places.

Change and Persistence in Texas Speech

Few states have been transformed as radically as Texas has during the last thirty years. Rapid metropolitanization, the increasing dominance of high tech industries in the state's economy, and massive migration have reshaped the demography of the state. Roughly a third of the population now lives in the Dallas-Fort Worth, Houston, and San Antonio metropolitan areas, and non-native Texans make up an increasingly large share of that population. Between 1950 and 1970, 85 percent of the population growth in Texas came from natural

Color TELEVISION

'Texas, then, has become a metropolitan, diverse, high-tech state — with significant linguistic consequences.'

increase. With people moving rapidly into the state from other areas during the 1970s, migration accounted for 60 percent of the population growth during the 70s. While migration slowed during the 1980s, accounting for only 35 percent of the growth, during the 1990s it accelerated again and accounted for more than half. Much of the migration into Texas before 1990 was from other states, but since 1990 it has been from other countries. Texas, then, has become a metropolitan, diverse, high-tech state — with significant linguistic consequences.

Perhaps the most obvious consequence is an emerging rural-urban linguistic split. Although most Southern features remain strong in rural areas and small cities, in large metropolises many stereotypical features are disappearing. The *pen/pin* merger, the loss of the offglide in /ai/, and upgliding diphthongs in words like dog are now recessive in metropolitan areas, although the first two in particular persist elsewhere. The urban-rural split is so far largely a phonological one, though. Both *y'all* and *fixin* to are expanding to non-natives in metropolises (and to the Hispanic population too). Those grammatical features that are disappearing in metropolises (e.g., perfective *done*) seem to be disappearing elsewhere as well.

Even as some traditional pronunciation features are disappearing, some interesting new developments are taking place. Especially in urban areas, but also in rural west Texas, the vowels in words like *caught* and *cot* are becoming merged (both sound like *cot*), as are tense/lax vowel pairs before */l/*: *pool-pull* are now homophones or near homophones throughout much of the state, and *feel-fill* and *sale-sell* are increasingly becoming so. The *caught-cot* merger is particularly interesting in Texas since it should signal the movement of the phonological system away from the "Southern Shift" pattern. In the Texas Panhandle, though, things are not quite so simple. Even as the caught-cot merger has become the norm among those born after World War II, the loss of the offglide in right and ride and Southern Shift features remain quite strong. What seems to be emerging on the west Texas plains, then, is a dialect that combines features of Southern speech and another major dialect. The development of such a mixed pattern is not what a linguist might expect, but this is Texas, and things are just different here. {}

Further Reading:

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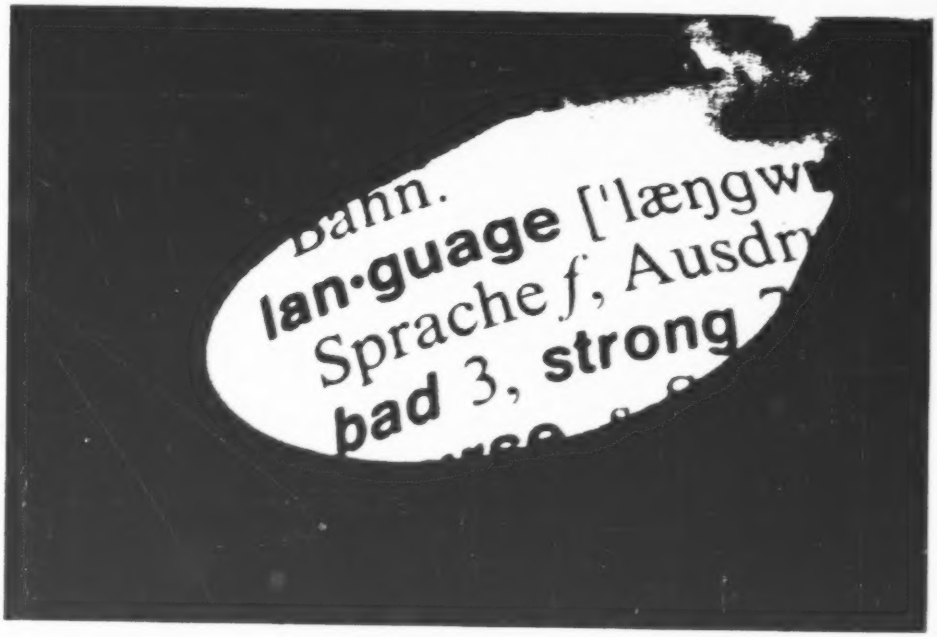
Guy Bailey *is provost and vice-president for Academic Affairs at the University of Texas at San Antonio; he is also a native of Texas who has done extensive surveys of Texas speech over the past couple of decades.* **Jan Tillery** *is an associate professor of English at the University of Texas at San Antonio who has focused her research on the dialects of Texas.*

Looking at Language

The Greatest of All Dictionaries

Richard Lederer



This year marks the 75th anniversary of the greatest monument ever erected to the English language. In 1857, the idea of a comprehensive "dictionary of historical principles" was first presented. On June 1, 1928, the first two complete 12-volume sets were formally presented — one to King George V and one to President Calvin Coolidge.

Being a lexicon based on historical principles, the *Oxford English Dictionary* is an undertaking that attempts to record the birth and history of every printed word in the language from the time of King Alfred (about A.D. 1000) and how their forms and meanings have changed over time to the current date of publication.

It took 71 years to complete the original 12 tombstone-size volumes edition and 29 years to update it in an integrated 22,000 page, 20-volume second edition that consists of nearly 60 million words. Reduced-type one-and two-volume editions (nine or four pages compacted into each sheet) are now available, complete with magnifying glass accessory.

I urge you to learn more about this magnificent tribute to our collective love of the English language in Simon Winchester's *The Meaning of Everything: The Story of the Oxford English Dictionary* (Oxford University Press), published this month. Here is how Winchester describes the grand plan of the OED:

"No, nothing that had been made so far was good enough. What was needed was a brand-new dictionary. A dictionary of the English language in its totality. From a fresh start, from a tabula rasa, there should be constructed now a wholly new dictionary that would give, in essence and in fact, the meaning of everything.

"Moreover, the book must be sure to present an elegantly written and carefully thought out definition, an exquisite summation of every single sense and meaning of every word ever known. It had to explain, in detail and as comprehensively as could be ascertained, every single word's etymology. And it had to offer up a full-length illustrated biography of every word."

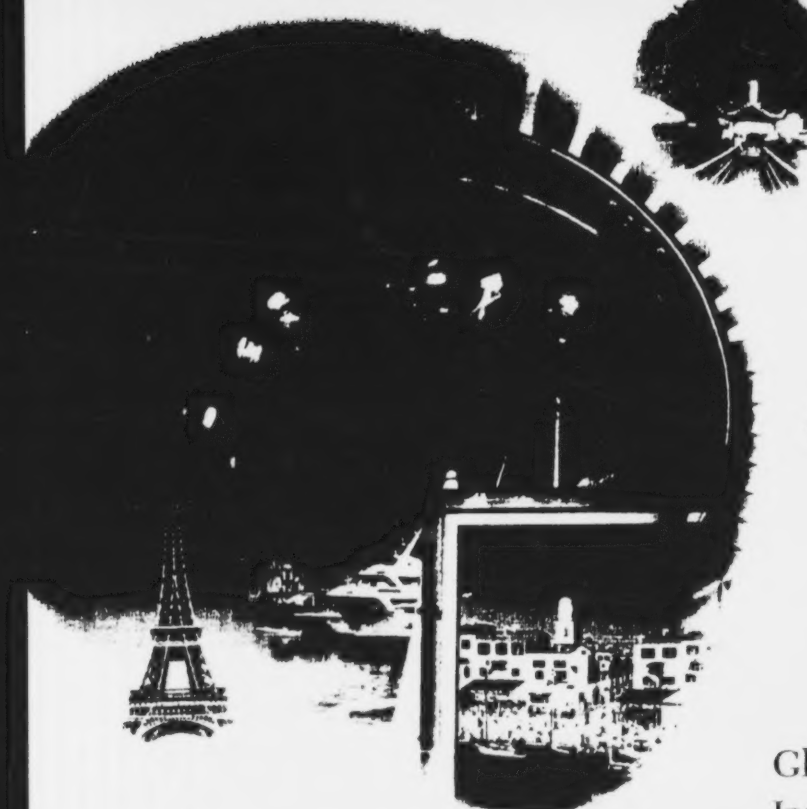
In *The Meaning of Everything*, you will meet and get to know the OED's editors — from the brilliant but tubercular Herbert Coleridge, grandson of the poet Samuel; to the colorful, boisterous Frederick James Furnivall, who left the project in a shambles; and focusing on James Augustus Henry Murray, who spent half a century bringing the dictionary to fruition — "the man who would make all the difference." Such was Murray's passion for the aborning dictionary that before the Oxford University delegated added three subeditors to the staff, he was working 90 hours a week caught in the web of words.

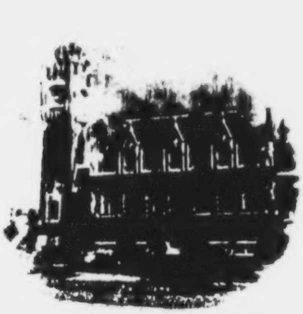
Volunteer readers from all over the world participated in the massive research, sending in to the staff more than 6 million slips of paper with recorded usages. These were housed in an ugly corrugated iron shed that Murray grandly dubbed the Scriptorium — the Scrippy or the Shed, as locals called it. Murray lined the Scriptorium with pigeonholes, but there were never enough to hold the mountain of hand-written slips. They arrived in parcels, sacks (a dead rat in one, a live mouse with family in another), a baby's bassinet and a bottomless hamper.

Among the legion of volunteer readers was Fitzedward Hall, a bitter hermit who obsessively devoted at least four hours every day for 20 years to the OED. Another devotee was Dr. William Chester Minor, a Civil War veteran locked away in an Asylum for the Criminally Lunatics. Minor was the madman in Winchester's 1998 chronicle, The Professor and the Madman, and the author, in his current book, recapitulates Minor's journey from homicidal madness to ultimate redemption.

Author Anthony Burgess calls the OED "as much a poem as the source of poems, and hence the longest epic ever written." What the pyramids were to ancient Egyptian civilization, the Oxford English Dictionary is to English language scholarship — the most impressive collective achievement of our civilization. The difference is that inside the OED pulses something alive, growing and evolving.

Richard Lederer *is "America's Super-duper Blooper Snooper" and can be found at http://www.verbivore.com*





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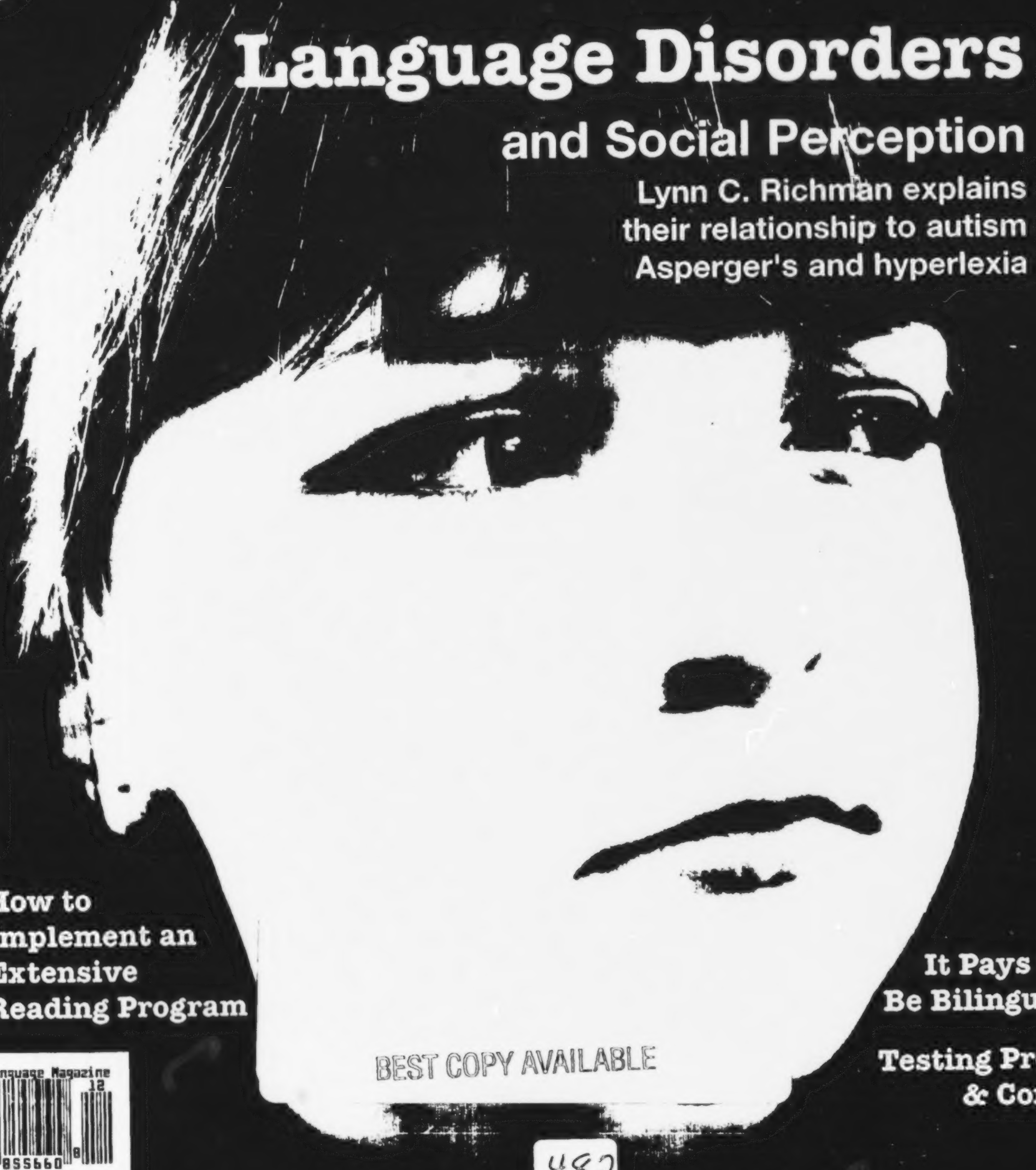

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and Social Perception

Lynn C. Richman explains
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language magazine

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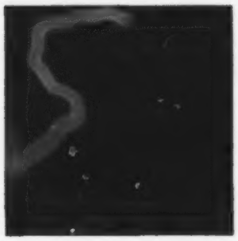

Ya Talkin' About Me?

The way we speak is important — our dialects and accents reveal cultural and historical information about us and our heritage in an almost subliminal way. Nowhere is this more evident than in the United States, where waves of immigrants from all over the world in combination with internal demographic shifts have produced varieties of American English that reflect the country's cultural mosaic. Over the past four years, distinguished contributors to *Language Magazine* have worked to document this information through regular articles highlighting the rich diversity of North American speech. These articles have generated great interest — not only within linguistic circles but among the general public — demonstrating the fascination that we all have about the way that we and those around us speak.

Last month, the *New York Times* ran a front page story ("Scholars of Twang Track All the 'Y'Alls' in Texas", 11/28/03) inspired by November's feature on Texan English.

Edited by Dr. Walt Wolfram, the William C. Friday Distinguished Professor at North Carolina State University, the *Language Magazine* dialects series has enjoyed the attentions of the mainstream press. Last month, the *New York Times* ran a front page story ("Scholars of Twang Track All the 'Y'Alls' in Texas", 11/28/03) inspired by November's feature on Texan English by Guy Bailey and Jan Tillery ("The Lone Star State of Speech").

The series has also spawned related projects — the articles are being compiled into a book, *Voices of American English*, which is due for publication next year by Blackwell Publishing. The producers of the *McNeill-Lehrer Newshour* are working with Dr. Wolfram and other linguists to produce a two-hour television documentary entitled *Do You Speak American?* to be broadcast at a prime-time slot on PBS in 2004. The documentary will be supported by a DVD and a web site where articles from *Language Magazine* will appear.

The obvious public interest in American dialects and other linguistic issues should be an encouragement to all those involved in language teaching and education who realize the importance of language to society on many different levels. Although this significance rarely receives proportionate media coverage unless it is linked to a controversial issue such as immigration or minority rights, it is obvious that language is the prerequisite for communication — and we are supposed to be in the age of global communication — yet far more airtime is devoted to the technology transporting the words than to the delivery of the words themselves. Maybe this imbalance will now start to be corrected.

Dr. Wolfram has worked tirelessly to secure the contributions of experts to cover regional dialects and also to ensure that the series covered the major variations of American English. I, on behalf of the readers of *Language Magazine*, would like to take this opportunity to thank him and all of our marvelous contributors for their hard work.

Everyone at *Language Magazine* would like to wish our readers Happy and Peaceful Holidays whatever your faith, whatever your language, and however you speak it.

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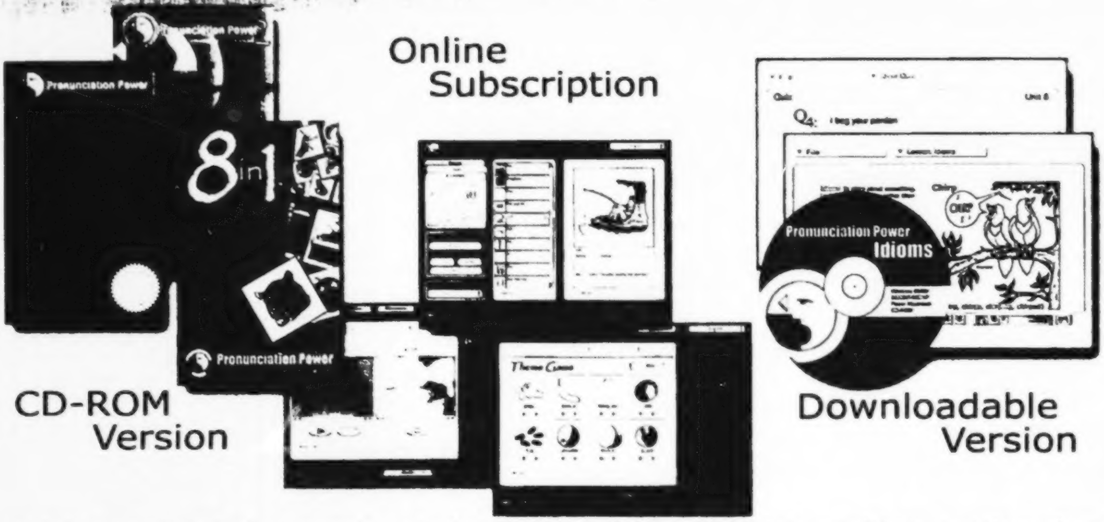
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{ } LETTERS

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Languages for the Long-Term

Dear Editor

I have just read your editorial referenced above in the Nov. 2003 issue of *Language Magazine*. I couldn't agree more and I applaud your efforts to provide our teachers and parents and others with solid arguments for extending our efforts in providing our children with a rounded education.

I would like to use some of your comments (with the references, of course) in some of the writing I do for FL teachers. In addition, I would like to ask if you could provide about 100 copies of this issue to our Advisory Council members of the Southwest Conference on Language Teaching which will meet next March in Albuquerque, NM. You have done this in the past and I hope with rewards for your circulation department!

We appreciate your support in the past and hope you can do so again this coming year.

Hope you had happy holidays!

Audrey Cournia
Executive Director, SWCOLT
Sparks, NV

It's Your Magazine

Dear Editor,

I read a very interesting review of your magazine in the current issue of the *Adjunct Advocate*. Having just moved into the area of language education, I was not aware of the publication but I am sure that it would be very useful for me.

Would it be possible to receive a sample issue? I would also like to submit an article for publication based upon my doctoral thesis on the acquisition of English in Japan. Please let me know the procedure.

Sincerely,

Lynette Hall, PhD
Drake University,
Des Moines, IA

Editor: *Please email your request for a sample issue to subs@languagemagazine.com and one will be mailed to you. As for submissions, please email me a 100-200 word summary of the article and its objectives, so that we can assess its potential. Thank you for your interest in Language Magazine.*

'Sze Sze' in English

Dear Editor,

I read your article on English teaching in China (Breaking Down the Walls, July/August 2003) and would like to take this opportunity to thank all the English teachers who have come to our country to help us to learn your language and increase our knowledge of other countries.

Sincerely,

Dr. Chen Xian
College of International
Business and Management
Shanghai University, China

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College FL Enrollments Reach Record High

More students are studying foreign languages than ever before, according to the Modern Language Association's (MLA) latest survey of Foreign Language Enrollments in U.S. Institutions of Higher Education, Fall 2002.

"Students are clearly recognizing the importance of learning other languages as we become a more global society. Studying foreign languages allows for a greater understanding of other cultures and ways of thinking," said Rosemary G. Feal, executive director of the MLA.

Since the last survey in 1998, the number of students studying foreign languages in U.S. institutions of higher education increased by 17.9% from 1,193,830 in 1998 to 1,407,440 in 2002 - the highest total recorded since the first MLA survey was released in 1958. Of even more significance is the fact that the general increase in undergraduate enrollments only grew by 7.5% over the same period, so foreign language enrollments are growing at more than twice the rate of other disciplines.

The study also revealed that the variety of languages being studied is wider than ever, with 148 less commonly taught languages being studied in 2002 compared to 137 in 1998.

More than half (53%) of the total foreign language enrollments were in Spanish, representing a 14% increase. Enrollments in Italian and German increased by 29.6% and 12.5% respectively. French enrollments stabilized after years of decline, while the number of students studying Arabic almost doubled to over 10,000.

A draft copy of the report in pdf format is available on request from adfl@mla.org

Medical Breakthrough Set to Save Tumor Patients' Language

New scanning techniques will help doctors to avoid damage to a patients' language functions that occur during brain surgery.

In the past, doctors used invasive pre-surgery techniques, requiring patients to be awake and conversant while surgeons probe exposed brain areas to map language-related functions.

Now, researchers at WU in St. Louis are developing a painless, non-invasive imaging technique to more precisely guide operations so that damage to sensitive areas is avoided.

The breakthrough promises safer surgeries for the nearly 200,000 Americans diagnosed with brain tumors each year.

Kennedy Receives MLA Award

Last month, the Modern Language Association (MLA) presented the first Phyllis Franklin Award for Public Advocacy of the Humanities to Senator Edward M. Kennedy (D-MA).

"Senator Kennedy has played an extraordinary role in the United States Senate as an advocate and protector of the humanities and the arts. He has always been ready to nurture, defend, and strengthen these vitals parts of our culture," said MLA president Mary Louise Pratt, who presented the award.

"It is a privilege to receive this award named in honor of Phyllis Franklin," said Senator Kennnedy. "Phyllis has been an impressive leader for the Modern Language Association and a courageous advocate for the humanities. I have admired her efforts to broaden the role of the humanities in the curriculum so that history, political science, literature, and philosophy are more widely studied and deeply understood."

California State University

Sacramento

Science and/or Math and Bilingual/Multicultural Education

The Bilingual/Multicultural Eduacation Department (BMED) at California State University, Sacramento announces a tenure track position at the assistant professor level. Candidates must have knowledge of science and/or math and ability to teach science and/or math methods courses with a demonstrated focus with bilingual/multicultural student populations. Experience teaching science and/or math in publich schools (K-12) serving English language learners, or youth from a variety of language and cultural backgrounds is required. For additional information visit our web site at: http://edweb.scus.edu/departments/bmed/index.html

Study Finds ESL Students Succeed at Reading

Children who speak English as a second language (ESL) are not necessarily at a disadvantage in terms of reading development, according to a recent study published in *Developmental Psychology*. The study, which tracked nearly 1,000 native English- and ESL-speaking children immersed in mainstream English classrooms in Canada from kindergarten to second grade, found that by the end of second grade, the ESL children had attained reading skills that were similar to, and in some cases better than, their native English-speaking peers.

This is the first longitudinal look at a large sample of ESL students from diverse linguistic and social backgrounds who entered mainstream kindergartens including children who spoke 33 different languages. Research was conducted in a school system that screens all children for reading difficulties, where teachers are trained to focus on pre-literacy instruction with activities that explicitly emphasize the sound system of the English language and to work on phonological abilities such as rhyming and sounding out letters. In addition, the teachers were trained to provide intervention for those identified as at-risk for reading failure.

"With good instruction and proper intervention, bilingualism need not be a hindrance in learning to read," said lead researcher, Nonie Lesaux, an assistant professor at the Harvard Graduate School of Education. "Our model was successful because it involved close monitoring through an entire school district, not simply one classroom."

Key Findings

- All children, regardless of their native language, are likely to benefit from early interventions that include phonological awareness training such as rhyming and sounding out letters to identify the different sounds that make words;

- Simultaneous achievement of English reading skills and language proficiency can be an effective process, but investment from the school district, staff resources and teachers are also necessary to achieve early literacy and vocabulary. "Educators must be committed to monitoring student progress and providing additional support for children identified as at-risk for reading difficulties, as early as kindergarten," says Lesaux;

- Accordingly, there is a correlation between vocabulary development and effective literacy instruction in English Language Learners. As vocabulary knowledge is a significant determinate of reading comprehension ability, early lessons and activities that promote vocabulary knowledge and other reading skills are critical.

Digging Up Language Roots

Researchers from New Zealand have traced the origins of English and related languages back 8,000 years to the central regions of present-day Turkey.

Dr. Russell Gray and Dr. Quentin Atkinson, from the University of Auckland, used a technique called "glottochronology" which is based on the theory that, in common with the language of our genes, DNA, the words used in language also undergo "mutations" at a constant rate.

Gray and Atkinson analyzed 87 languages, including English, Lithuanian and Gujarati and concluded that the common ancestor of all these Indo-European tongues is the ancient Hittite language once spoken in the Anatolian area of Turkey. The researchers believe that the language was spread by early farmers whose agricultural techniques were adopted by other communities.

Brian Coffey receives the Bill Ellis Award from James H. Wendorf, executive director of the National Center for Learning Disabilities.

California Teacher Wins 2003 Bill Ellis Award

Brian Coffey, a 5th grade teacher at Kelso Elementary School in Inglewood, CA has received the 2003 Bill Ellis Teacher Preparation award. Coffey was selected for the Award by members of the Professional Advisory Board of the National Center for Learning Disabilities (NCLD). He received the award at the 54th Annual International Dyslexia Association Conference held last month in San Diego.

"The Bill Ellis Award was established to honor the memory of NCLD's former director of professional services, a great educator and humanitarian. The award recognizes Bill's commitment to making a difference in the lives of children," said Dr. Sheldon Horowitz, NCLD's director of Professional Services. In addition to the award, Coffey received a cash prize and software and training from Kurzweil Educational Systems, a company that specializes in providing solutions for students with language and literacy difficulties.

491

$112M Extra for Ontario Schools' English

In its first major cash distribution since taking office, Ontario's Liberal government will give $112 million to its neediest schools to help students facing poverty or learning English as a second language.

Toronto's public school board alone will receive $46 million — enough to wipe out this year's deficit — because the bulk of those students live in the city.

"We have study after study showing that if you put these supports in place, if you've got extra help in the classroom, got the time-out programs, if you can have breakfast available in areas where warranted, then there's a direct correspondence of kids doing well," Education Minister Gerard Kennedy said after announcing the new money at Havenwood Public School in Mississauga, where only two percent of students speak English as a first language.

While all boards in Ontario will get new money, Kennedy made no apology for the fact the lion's share will go to urban boards, based on 2001 census data.

In fact, the 10 public and Catholic boards in Greater Toronto will get three-quarters of the money, or $83 million.

All boards will receive money from two pots: $17 million for English-as-a-second-language (ESL) programs, and a $95 million "learning opportunities grant," which provides funds based on the proportion of students who are below the low-income cutoff, new to the country, or being raised by one parent or parents with little education.

The money adds to the $190 million the province already spends on ESL and the existing $358 million learning opportunities grant.

Research Studies Show Bilinguals Do Better

At Dartmouth College, researchers report that bilingual children may be "smarter" than their monolingual peers. These findings add weight to the bilingual side of the long-running argument about whether children who grow up bilingual are at an advantage compared to those who learn only one language.

"Our findings show that bilingual children can perform certain cognitive tasks more accurately than monolinguals," says Laura-Ann Petitto, PhD. "Being bilingual can give you a cognitive edge."

Petitto and her colleagues - post-doctoral fellow Stephanie Baker, graduate student Ioulia Kovelman, and Ellen Bialystok, PhD, of York University, Canada - compared a group of monolingual children, who spoke either French or English, to a group of bilingual children, who were learning one spoken language along with one signed language. The children in both groups were matched not only for age (four to six years), but also for linguistic and memory development. The researchers tested the children's cognitive ability with the "Simon Task," a commonly used research tool that helps scientists determine how humans think and allocate attention. This task, which doesn't involve language, involves having the children report whether rapidly changing computer-generated red and blue squares appear on the center, right, or left side of the screen.

The bilingual children far outperformed their monolingual peers. "We used to think that young bilingual children were disadvantaged because their language development was thought to be delayed and because learning two languages left them confused," says Petitto. "But in this study we found this is definitely not true, and our bilingual children learning speech and sign provided us with a first-time answer as to why this might be so." Because the bilingual children in the Dartmouth study expressed only one of their languages through their mouth, their sharper cognitive abilities could not be due to the increased motor practice and planning that comes from trying to speak two languages with only one mouth, explains Petitto. Instead, she says, the bilingual children's enhanced cognitive skills are due to the increased computational demands of processing two different language systems.

"For example, the brain that has been trained for bilingual language must look up and attend to the meaning for, say, 'cup' in one language, while suppressing the meaning for 'cup' in the child's other native language," says Petitto. "This requires heightened computational analysis in the brain."

Petitto's laboratory is currently expanding upon these results by studying bilingual adults. Using modern brain imaging techniques, the researchers want to see where and how the brain processes two languages, and to learn whether adult bilinguals also show this cognitive advantage.

These findings are supported by the results of another study undertaken in the U.K. which suggests that children who study the language and culture of their immigrant parents may achieve more and become more involved citizens.

A pilot study of 5,000 children attending community classes in Leicester suggests the ad hoc system strengthens communities and reinforces the importance of education in the minds of the young.

Complementary schools organized by immigrant communities try to ensure British-born children retain a sense of their heritage.

But the findings of an initial study by Birmingham and Leicester universities into Asian, Polish and Irish communities suggested the value to wider society could be greater than appreciated.

In the study, the team looked at the experiences of children and adults attending some 70 community-led classes in Leicester, one of the most ethnically diverse cities in the UK.

"We found bilingualism in children was an asset in the long term, though there is evidence it can cause some short-term difficulties," said report author, Arvind Bhatt.

Language Magazine's Guide to Funding Opportunities

Awards for School and Business Partnerships

For decades, partnerships between schools and businesses have supported everything from mentoring to after-school programs to technology to teacher training. With an estimated $2.4 billion and 109 million volunteer hours contributed to schools by businesses, these partnerships have become one of the most effective ways for educators and business leaders to work together to boost achievement amid rising standards and declining school budgets. Now, through the creation of the National School and Business Partnerships Award, the most successful efforts will become models of excellence to be emulated in communities both large and small.

Six exemplary partnership programs will be honored in the award's inaugural year and awardees will receive $10,000 for the school to support continued partnership efforts.

> **"Today's business partnerships are light years ahead of what you might have seen two or three decades ago, when supporting meant writing a check for a scoreboard."**

"Today's business partnerships are light years ahead of what you might have seen two or three decades ago, when supporting schools meant writing a check for a scoreboard or placing an ad in the school newspaper," said former U.S. Secretary of Education Richard W. Riley, Chairman of The Council for Corporate & School Partnerships, the organization that has created the award. "Today, partnerships are about real working relationships that bring about a wide range of benefits for students, principals, teachers, parents and the business community for a sustained period of time. This awards program will shine a spotlight on some of the most accomplished efforts and illuminate strategies that can be replicated and emulated by educators and business leaders."

Founded by The Coca-Cola Company in 2001 to identify, create, recognize and support exemplary partnerships between businesses and schools, The Council for Corporate & School Partnerships has created a resource guide that describes the qualities of some of the nation's most successful school-business relationships, and offers special insight for schools and businesses that may want to apply for the National School and Business Partnerships Award. Available online at www.corpschoolpartners.org, the Guiding Principles for Business and School Partnerships report builds on insight gained from interviews with more than 300 educators and more than 50 executives from large, medium and small businesses. The report details various stages of successful partnership development and offers a roadmap for qualities the Council will look for in evaluating applications for the award.

"While the vast majority of school administrators face significant budget challenges, the research that went into the Guiding Principles report uncovered a treasure trove of information about how business partnerships are enabling schools to enrich the student learning experience," said Delia Pompa, executive director of the National Association for Bilingual Education, who is a founding member of the Council. "We also gained a great deal of insight about the strategies and practices that winning partnerships have in common."

The strategies and practices outlined in the Guiding Principles for Business and School Partnerships report are replicated as the chief criteria for the award. These include:

- The strength of the partnership's foundation, as evidenced by shared values, and the school and business partner's ability to define mutually beneficial goals;
- The success of the partnership's implementation, as evidenced by such factors as the management process and determination of specific, measurable outcomes;
- The partnership's sustainability, based on such factors as support by school and business leaders and by teachers, employees, students and other constituents; and
- The partners' ability to present a clear evaluation of the partnership's impact, as measured by evidence that the partnership was developed with clear definitions of success for all parties, and that it has resulted in improvements of the academic, social or physical well-being of students.

Judges may also consider the uniqueness of the partnership and the value of third-party support of the partnership.

Members of the Council, which includes representatives of several education associations, including the National Association of Secondary School Principals (NASSP), the American Association of School Administrators (AASA) and the National Association of State Boards of Education (NASBE) and others, will judge the applications. The Council will promote the winning partnerships through outreach to the media, presentations by Council members and in future publications and materials developed to fulfill the Council's mission as a resource for educators, business representatives and communities.

Applications are available online at www.corpschoolpartners.org. Online applications are encouraged, but applications will be accepted by mail, fax, email, or online.

Applications sent via mail must be postmarked by **January 29, 2004**. Online, faxed and E-mail submissions must be received by **January 29, 2004**. Winners of the National School and Business Partnerships Award will be announced on April 21, 2004.

Women in Literacy/USA

Women in Literacy/USA is the U.S. component of the global campaign. WIL/USA began in 1994. The current Women in Literacy/Woman in Action campaign (2000 - 2005) hopes to involve 8,000 poor and low-income women in 200 projects over the course of the five-year program. WIL/WIA awards direct grants annually to grassroots organizations that combine a focus on women and community action with literacy or English as a Second Language (ESL) instruction.

For further information, contact:

Laubach Literacy,
1320 Jamesville Avenue
Syracuse, NY 13210
(315) 422-9121
888-LAUBACH (528-2224)
intl@laubach.org

Literacy Grant Program

A leader in the national effort to eliminate illiteracy, the Scripps Howard Foundation established its Literacy Grants program in 1986. Since then more than $2.5 million has been distributed to literacy organizations in communities in which the company does business.

To qualify for grants, the literacy organization and sponsoring property must demonstrate a commitment to supporting literacy efforts. This grassroots approach assures that the needs of the local community are addressed and encourages the synergy that can actually solve problems. It's a proven program that changes the lives of thousands of new readers each year.

In 2002, grants purchased books for literacy activities in schools and doctor's offices; provided equipment and computers for literacy offices; supported tutors and instructors; provided training for staff and volunteers; offered homework assistance and second-language programs; sponsored essay contests, and more.

For further information, contact:

Scripps Howard Foundation
P.O. Box 5380
Cincinnati, Ohio 45201-5380
Vickie L. Martin,
Grants Administrator
(513) 977-3034
vlmartin@scripps.com

DIRECTV Goes to School

DIRECTV has launched the DIRECTV GOES TO SCHOOL program, which offers educators an excellent opportunity to teach auditorily, kinesthetically and visually.

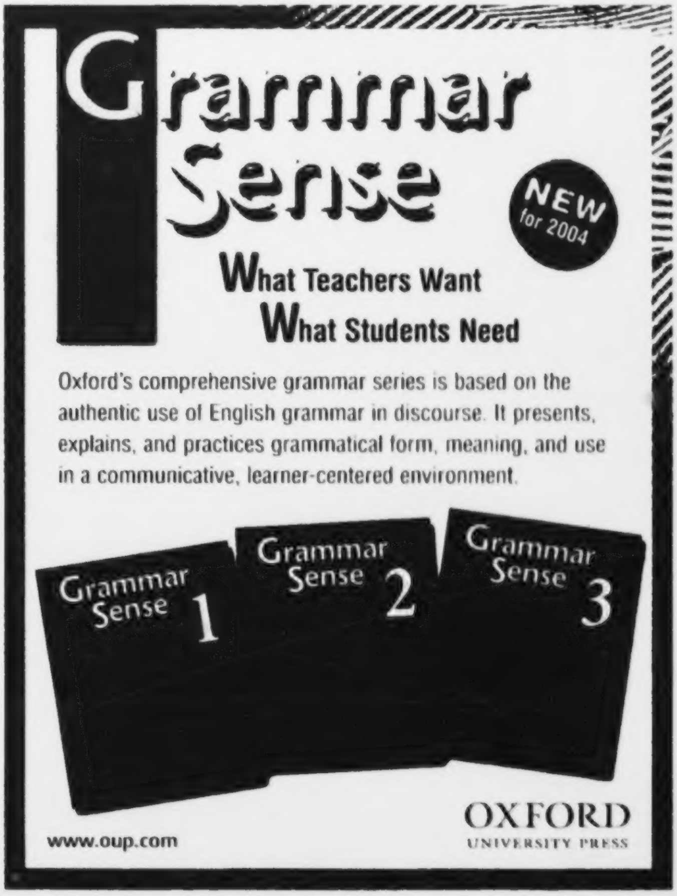
The programming package, called SCHOOL CHOICE® located at www.directv.com/buy/pdf/schoolchoice_channelineup.pdf, is free and available to state-accredited public and private schools, grades K-12. SCHOOL CHOICE offers a high concentration of nonviolent educational programming from major networks including CNN (English and Spanish), BBC America, Canal Sur and ABC.

A free DIRECTV® Multi-Satellite System will be provided (limited to 50,000). If preferred, the school may purchase a DIRECTV® DVR System at the retailer of its choice. In either case, installation will be at the school's expense.

For further information, visit: www.directv.com/school

Grants to Study Asian Languages

The Blakemore Foundation was established by Thomas and Frances Blakemore to encourage the study of Asian languages at an advanced level and to increase the understanding of Asian art in the United States. The foundation makes approximately twenty grants each year for the advanced study of modern Chinese, Japanese, Korean, and Southeast Asian languages. These grants are intended for individuals successfully pursuing academic, professional, or business careers involving Asia who realize that language study abroad at an advanced level is essential to realize their goals. The grants cover tuition, related educational expenses, basic living costs, and transportation for a year of language study abroad. Grants to improve the understanding of Asian fine arts are made to museums, universities, and other educational or art-related institutions in the United States that have programs, exhibits, or publications dealing with the fine arts of Northeast, East, and Southeast Asia. Printable and downloadable application forms for the language grants can be found on the site. There are no formal grant applications for art grants. Visit the foundation's site for detailed grant guidelines, instructions and links to universities in Asia: http://www.blakemorefoundation.org



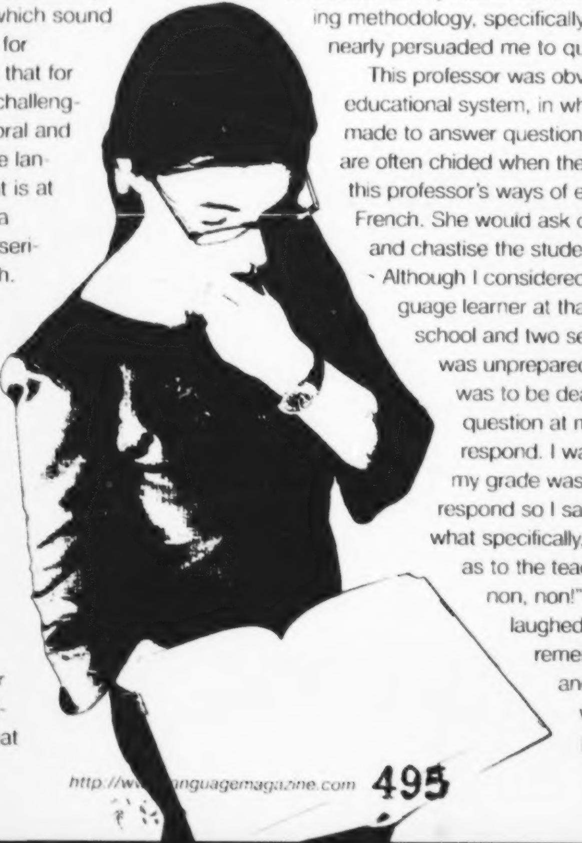
Oxford's comprehensive grammar series is based on the authentic use of English grammar in discourse. It presents, explains, and practices grammatical form, meaning, and use in a communicative, learner-centered environment.

"Two Teachers and Their Tests"

Lori Langer de Ramirez **retraces her own experiences as a student to stress the importance of the affect in teaching languages**

Learning a foreign language is, by its very nature, an anxiety producing experience. Learners are forced to produce sounds that seem strange to them, and which sound even funnier to their classmates. The potential for embarrassment is high, and it is for this reason that for some students, these classes in particular are challenging. It is the teacher's responsibility — both moral and professional — to guide the student through the language while keeping in mind the fragile ego that is at stake in the pronunciation of every syllable. As a teacher of Spanish, I take this responsibility as seriously as most doctors do their Hippocratic Oath. Some teachers, unfortunately, do not.

I was in my third year of college-level French when I was finally confronted with a native speaker. Up until that point, I was under the tutelage of second-language learners like myself, who had climbed the ladder of language acquisition to reach, what for me, was one of the top rungs: teaching that language on the college level. I consider this important because I feel that, while native speakers (those who are teaching their mother tongue) are an important part of any language training experience, I can't help but think that second (or third, or fourth) language learners, or non-natives, are often more sensitive to the difficulties and anxieties associated with learning that language. I offer this personal hypothesis as a form of rationalization or excuse for my native teacher of French, because her teaching methodology, specifically her method of assessment, nearly persuaded me to quit French.



This professor was obviously a product of the French educational system, in which, I've been told, students are made to answer questions in front of the entire class and are often chided when they are incorrect. This was one of this professor's ways of evaluating our knowledge of French. She would ask questions at rapid-fire speed and chastise the student upon incorrect responses.

Although I considered myself a veteran second-language learner at that point (after four years of high school and two semesters of college French), I was unprepared for the savage blow my ego was to be dealt when the professor fired a question at me to which I could not respond. I was nervous, but I realized that my grade was going to be affected if I didn't respond so I said something, I can't remember what specifically, but my memory is quite clear as to the teacher's response: "Oh. non, non, non!" she scowled, and then laughed mockingly. "WRONG!!!" I remember slowly sinking in my seat and fixing my eyes on the clock waiting for the class to end. The professor tore into several of

my less intrepid classmates, many of whom, not surprisingly, ended up dropping the course. I stayed with the professor due to fear of delaying my French studies for a semester, and I passed her class (with a C), but I have only my subsequent French teacher to thank for my continued studies of the French language. It was up to him to "pick up the pieces" of my shattered ego and to bring the joy of language learning back to my heart.

Some sort of divine justice was at play when I was placed into Papa's class that next semester. "Papa," as one might infer from his nickname, was the antithesis of the teacher I had had the previous semester. He was kind, nurturing, funny and wise. He would greet the class every day by saying "Bonjour, mes enfants!" ("Greetings, my children") and we would respond: "Bonjour, Papa!" There's nothing more soothing to a second language learner than a non-threatening instructor. Not only was Papa non-threatening, but he was playful and warm and hugged people with no warning! He made us feel like a family with the common goal of learning the beautiful, lyrical and exciting French language. We sang songs and played games, but also worked hard and studied, and I soon found my confidence as a competent learner of languages return.

Tests for Papa were diagnostic in nature. They told him what he needed to explain further, and told us what we needed to pay more attention to. These were not static pieces of information to be recorded and shelved as scientific proofs of our proficiency in French, but rather tools with which we could improve our knowledge. We were told that we could re-write anything we submitted for a new evaluation. In other words, if we did "poorly" on some evaluation (an essay, a more traditional grammar test, etc.), we could re-do it and he would help us in re-working our product. In this collaboration, I felt like an apprentice to a master. I felt confident in my attempts because I was secure in the fact that if I failed, I would be helped to succeed if I was willing to work at it. Papa helped all of his "children," the many thousands of them who have passed through his classroom, to reach the level of success they desired, and to feel the reward that can be a part of unthreatening language learning.

The foreign language teacher's responsibility is to conduct his or her classes in such a way that students see the possibility for success. In creating assessments for students, we must take into account the fears and stresses inherent to the process of acquiring a new language and support the student in his or her risk-taking and efforts at communication. We need to be sensitive to the need for some hand holding and also the desire on the part of students to produce what the teacher sees as "the right answers." On the vast sea of language learning, we can either play the role of guides who sit alongside the student, helping him or her to steer in the uncharted waters, allowing for wrong turns and sidetracks, or we can set the learner adrift alone in the waters, hoping that he or she will be able to navigate, even when we have taken away their compass and oars. It all depends on the role we choose for ourselves, and the one we assign to our unwitting students. {}

Lori Langer de Ramirez, Ed.D., *is an adjunct professor of education at Teachers College, Columbia University. She is also chair of ESL and World Languages at Herricks Public Schools, Long Island, New York.*

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SPECIAL EDUCATION

Integrating Language Disorders

language

and Social Perception

Lynn C. Richman explains how we can better understand the relationship of language disorders to autism, Asperger's and hyperlexia

Cognitive and Social Aspects of Language

There are two aspects of language, which help us to better understand the relationship of language disorders to autism, Asperger's and hyperlexia. The two components of language relevant to these disorders include 1) the cognitive aspects which are the symbol systems (verbal and visual) used to think or reason in words and pictures, and 2) the social aspects or the pragmatics of language which is how language is used in practical communication with others. In autism there is impairment in the symbolic verbal system, which underlies the ability to use practical verbal communication. Asperger's, on the other hand, has no impairment in symbolic verbal language; rather there is impairment in the visual symbolic system, which does not allow visual environmental cues to be interpreted accurately for processing by the intact verbal language system. This latter problem results in an impairment in a pragmatic language problem in using verbal communication socially. Although both conditions appear to show similar social impairment, the underlying cognitive language etiology or cause is different. Hyperlexia, which is related to both these conditions, is the precocious ability to read words, along with the lack of a corresponding ability to comprehend what is read. Although hyperlexia may occur in children with either autism or Asperger's, the cause of the hyperlexia is different in each disorder.

One way to help understand the similarities and differences in developmental language disorders is to compare their respective cognitive and social characteristics. The diagram in Figure 1 (page 18) shows the relative strengths and weaknesses in cognitive and social skills associated with autism, Asperger's and hyperlexia. The vertical axis is the level of social perception with poor social skills at the bottom and very good social skills at the top. The horizontal axis repre-

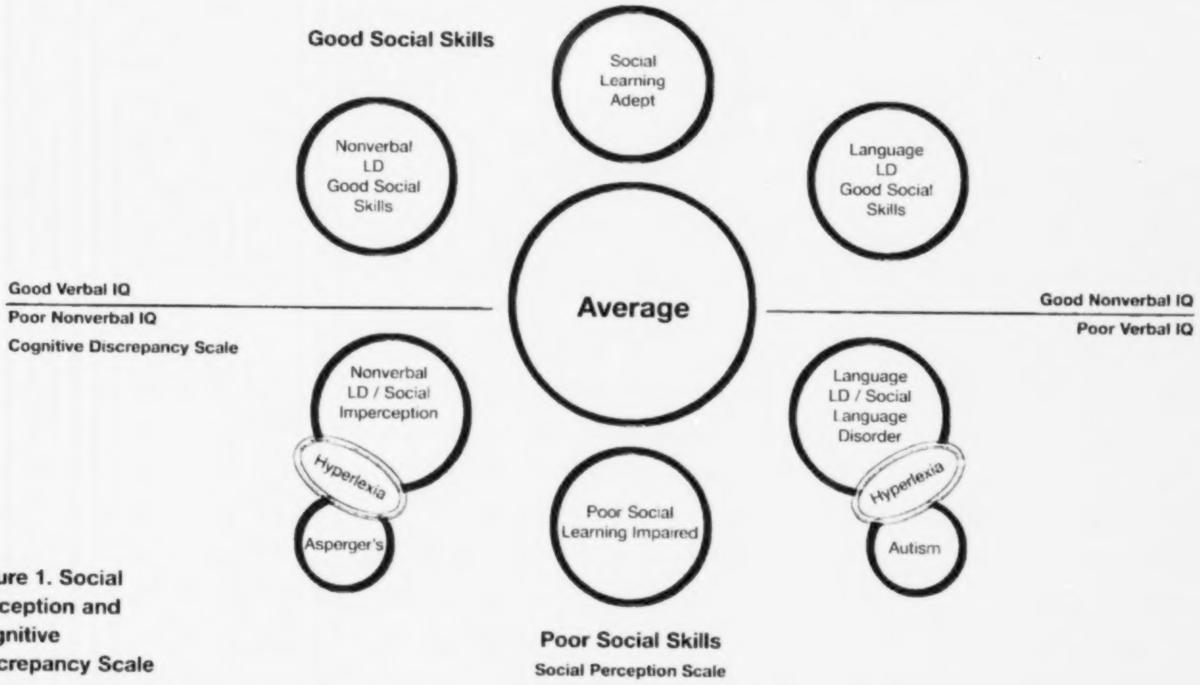
Good Social Skills
Social Learning Adept
Nonverbal LD Good Social Skills
Language LD Good Social Skills
Good Verbal IQ
Poor Nonverbal IQ
Cognitive Discrepancy Scale
Average
Good Nonverbal IQ
Poor Verbal IQ
Nonverbal LD / Social Imperception
Language LD / Social Language Disorder
Hyperlexia
Hyperlexia
Asperger's
Poor Social Learning Impaired
Autism
Poor Social Skills
Social Perception Scale

Figure 1. Social Perception and Cognitive Discrepancy Scale

sents type and degree of cognitive discrepancy for an individual. The left end depicts an individual with quite good verbal skills but low nonverbal (visual-spatial) skills. The right end shows an individual with good nonverbal skills and impaired verbal language.

Autism and Language Disorder

Autism tends to be associated with a lower Verbal than Nonverbal IQ (Language Learning Disorder — LLD). As shown in Figure 1 in the lower right hand quadrant, children with autism have a significant discrepancy in cognitive skills due to significantly disordered verbal language. They also are quite low in social perception skills. Children with autism show the inability to use language association in order to interpret and act in their social environment. They may benefit from language therapy, which focuses on learning to categorize and associate similar to language therapy for severe aphasia. Some children with symptoms of autism have some isolated rote visual memory skill that allows them to read words without comprehending what they read which is a form of hyperlexia shown in the circle overlapping autism in the lower right corner of Figure 1. Some children have language disorders and a degree of social skills disability less severe than that seen in autism. These children have a Language Learning Disability and social language disorder shown in the lower right hand quadrant of Figure 1 just above the autism and hyperlexia circle. They benefit from traditional language therapy but since they do visualize the nonverbal environment correctly, they do not have pragmatic language problems.

Asperger's and Nonverbal LD

Asperger's syndrome is shown in the lower left hand quadrant of Figure 1, which shows higher verbal than nonverbal cognitive skills along with severe social imperception. Even though children with autism and Asperger's may appear to show similar social imperception resulting in social aloofness, the underlying cognitive aspects of these symptoms are different. The children with Asperger's do not perceive their visual environment correctly which results in social imperception due to a visual-spatial deficit. Sometimes their social and cognitive symptoms are not so severe to warrant a diagnosis of Asperger's and instead they are identified as having Nonverbal Learning Disorders with social imperception shown in the lower left hand quadrant of Figure 1. These children as well as those with frank Asperger's have difficulty with using their good verbal language in a pragmatic way to meet social needs. Therefore, they benefit from language therapy, which focuses on how to use their good cognitive verbal language skills in more socially appropriate ways. Some children with Asperger's have a superior verbal memory skill which allows them to read words at a higher level, e.g., hyperlexia, however, they do not comprehend at the level of word reading due to difficulties in visual episodic memory which does not allow them to organize the time sequence and episodes they are reading. They need to read short passages and then retell these in their own words to aid comprehension.

Pragmatic Language Disorder in Nonverbal LD

Children with Nonverbal Learning Disorder have problems with nonverbal communication. Nonverbal communication includes the visual-spatial and visual-motor aspects of language. This includes visual cues such as facial expression or body movements such as hand gesture, posture and movement often referred to as "body language." If there is a deficit in the visual symbolic system the individual may not be able to read the visual cues of communication displayed by others or be unable to show their own "body language" to aid others in interpreting their emotional state, which is a large part of

Some children with symptoms of autism have some isolated rote visual memory skill that allows them to read words without comprehending what they read which is a form of hyperlexia.

language communication. Individuals with Nonverbal Learning Disorders often have this deficit, which is usually considered to be part of a right hemisphere dysfunction. In extreme cases the combination of this visual-spatial cognitive deficit along with severe social aloofness is seen in Asperger's syndrome. Nonverbal cognitive problems are also seen in one type of hyperlexia due to the fact that the visual component of reading words is separated from the verbal understanding of the meaning resulting in above average ability to read words without understanding of what is read.

Social Aspects of Language

Now that we have considered the cognitive aspects of language (e.g., verbal associative skills and visual spatial reasoning) and how these are different in autism and Asperger's, we need to consider the social aspects or pragmatics of language in these conditions. As shown in Figure 1, when there is severe social imperception along with a severe language disorder then we should consider autism. When we see the same severe degree of social imperception along with a visual-spatial deficit we are more likely to consider Asperger's. The same degree of social imperception without specific language disorder or visual-spatial disorder is usually considered as Pervasive Developmental Disorder by most diagnosticians. With less severe degrees of social perception we may consider Nonverbal Learning Disorder rather than Asperger's and Language Learning Disorder rather and autism.

Summary

In conclusion, it may be useful to consider both the cognitive (verbal and nonverbal) aspects of language along with level of social perception skills in considering appropriate diagnosis and treatment of various types of language disorders. A verbal language disorder without social imperception should be treated similar to an aphasic disorder with an emphasis on cognitive aspects of language skills such as verbal associations, verbal sequencing and verbal expression. If the verbal language disorder is accompanied by significant social imperception then one would need to add a social language component to therapy such as practicing verbal language during social interactions with others. If the child has a visual-spatial learning disorder then language therapy would need to include how to use one's body language and facial expression in communicating. However, if the nonverbal learning disorder is accompanied by social imperception then the therapist must also work on the individual's ability to interpret the nonverbal communication of others. This can be done by watching films with the sound off or watching others play out scenes of emotional interchange. By considering both the cognitive aspects of language as well as the social aspects of language we gain a clearer understanding of the individual child and which components of language to use in therapy.

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Lynn C. Richman, *Professor and Director, Division of Pediatric Psychology, College of Medicine, University of Iowa, Iowa City.*

"If the English language made any sense, a catastrophe would be an apostrophe with fur."

Doug Larson's words are steeped in truth, of course. But a woeful truth it is for young children with language deficits and for instructors and parents trying to reach them. The problems are more thorny than furry.

Teacher and parent may both have encountered a perplexing type of child such as this: attempt to introduce typical children's books and we are met with adamant refusal or extreme indifference. Our reaction: a veritable ABC of disbelief. We're astonished, bewildered and both con — and dumbfounded. He doesn't like Winnie the Pooh? She rejects Charlotte, Wilbur and Templeton? No Frog and Toad? What is happening here?

The popular characters and stories of kid literature's perennial favorites do not speak to all children. Recent numbers from Portland, Oregon public schools show over 50% of children receiving special education services require speech/language assistance. Of that group, children with autism, the fastest-growing segment of children in need of special services, struggle not only with language but with the ancillary elements of literacy. They may have a particularly difficult time relating to typical children's literature with its strong tendency toward fantasy creatures and anthropomorphic animals. Abstract art may distract and disturb the eye. Nonsense words, puns and word play are mystifying. Difficult enough to struggle with vocabulary, retrieval, sequencing and comprehension, but when the premise of a book itself is baffling and disquieting, the road is blocked before the journey can begin.

Such obstacles can be daunting. But a canny approach to selecting and introducing their reading material can jump-start literacy and language development with very successful results.

Understanding the mindset of the child with autism or its related disorders is central to the strategy. They are concrete ("black-and-white") thinkers who generally have trouble with abstract concepts. Language impairments can be both receptive and expressive, and such kids are frequently unable to engage in "pretend" thought or activity.

"They are very literal," says early childhood special educator Christine Hunt. "They have difficulty comprehending abstract language and they also struggle with understanding points of views of others. We are always seeing how hard it is for them to recognize and understand emotions and feelings in other people, who are real. We can only imagine the difficulty they have making the connection with 'pretend' characters" and unrealistic visual displays.

Recognize and accommodate these factors, and launching literacy for language-challenged children becomes much easier. If your student or child fails to be captivated by Green Eggs and Ham or Peter Rabbit, book enjoyment for them may not yet be about a story, but very much about making connections to their real lives. Bypass the typical kid fiction for the moment and try this approach:

When Pooh Won't Do

Ellen Notbohm suggests strategies to promote literacy amongst children with autism

- Choose books with photographs rather than artwork. Most children with autism are highly visually oriented. "It's easier for some children to form that visual association with a photograph," says speech/language pathologist Julianne Barker. "They then seem to comprehend the language and concepts in the book more readily." Select a book whose visuals closely connect to the text on the page.

- Find books about real-life things that he can correlate with his own world: all about water, a visit to an ice cream factory, how roads are built.

- Unless the child has expressed specific interest in animals, opt for books about people, especially children.

Having found material to engage the child's interest, we are still not quite ready to actually read the book. A pre-read of the book using a "picture walk" eases the way.

"A picture walk is useful in so many ways," says Barker. "It expands vocabulary and ties in with sequencing. It triggers reading comprehension and we are working on sentence structure, all at the same time." Plan on doing the picture walk with the child several times before you read a single word of text. Here's how:

First, look at the cover of the book and have the child try to make a prediction as to what the book will be about. "Look at each page," says Barker, "and ask the child questions about how the pictures in the book relate to them ("What is your favorite kind of cookie? What do you like to do in the summer?"). Can they describe any of the emotions the people in the pictures seem to be feeling? The colors or shapes in the pictures?"

Be aware that prep work may be needed to even step up to the starting line. It takes basic vocabulary to even describe what's going on in a book. You can start with elementary descriptive terms like color, size and function. But having to produce that kind of description can be intimidating. "These children will often use short sentences that lack the more specific language. They might refer to something in the picture as 'stuff' — a generic word. So we feed them the vocabulary: this 'garden thing' is a shovel. Sometimes we even have to teach them what the word 'describe' means. We do this by offering really good examples."

Non-fiction can be a great bridge to more mainstream children's literature. It's a short associative distance from books about construction equipment to Mike Mulligan and his Steam Shovel. When the child is ready for a fiction story, ask questions utilizing the vocabulary of sequencing: what happens first, what is going to happen next, and finally? "Words like that carry a child through the story from beginning to end so that it is all connected and makes sense," continues Barker. As you move through the story, frame the questions about the characters and the action as 'I wonder' statements. "I wonder why she's crying? I wonder who is knocking

If your student or child fails to be captivated by *Green Eggs and Ham* or *Peter Rabbit*, book enjoyment for them may not yet be about a story, but very much about making connections to their real lives.

at the door? When you pose questions like that, there is a greater chance the child will want to read the book."

To help such a child, become a scout. Before taking her to the library, pinpoint the precise location on the shelves of several books that will appeal to her. One week it might be trees — how paper is made, how forest fires are fought, which kinds of trees bear fruit. Next week: babies around the world or the history of dance. Take the child directly to the pre-determined shelf stop; place three or four books, covers up, on the table. The eye-catching photos on at least one of the selections will loop your student and you'll have something to take home.

It's all momentum from there. Here's how to keep it going:

- When you find a book that works for your student or child, seek out other books in the series or by the same author. Move on to other books within the same genre.

- When a favorite book does emerge, allow the child to return to it again and again. Ask different questions with each reading. When he is capable of making good basic observations, continue on to the more abstract questions, the hows and the whys that can be so hard for him. Multiple readings of the same book strongly reinforces comprehension.

- Create a custom book. Software such as Sunburst's Easy Book Deluxe makes it easy to produce a book with or without the child's participation. Write about a past event ("My 5th Birthday Party"), a future event ("I'm Going to First Grade!") or a familiar routine ("Thanksgiving at My Grandma's House"). Encourage the child to add detail. Explore synonyms: Grandma's pie wasn't just good, it was delicious, yummy, and scrumptious!

As much as possible, follow the child's lead in choosing books from the library or bedroom shelf. Barker's parting thought is "You may be thinking, ecch, why would they want that book....and try to steer them to something else, but it's important to let them choose."

Kayla Sanford, M. Ed., an education specialist with the Children's Program diagnostic and treatment clinic agrees. "We all learn and experience things differently," she says. "As parents and educators we often need to put our own preconceived ideas and agendas to the side and simply listen to what the child is telling us he needs."

Further reading on picture walks:

www.readingtokids.org/ReadingClubs/PictureWalk.html

http://www.nwrel.org/learns/trainingopps/training/tutor_10.html

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Ellen Notbohm *is a writer and consultant who writes about "common sense" approaches to autism. Founder of Third Variation Strategies in Portland, Oregon, she can be reached at ellen@thirdvariation.com*

Recommended reading

Photo-essay book series:

- **Scholastic's Let's Find Out series:** big, bright photographs of kids learning about things like ice cream, toothpaste and money.
- **Tana Hoban**'s dozens of photo-illustrated books introduce children to many concepts around them: Colors Everywhere, Is It Rough? Is It Smooth?, Shadows and Reflections are just a few.
- **From Wheat to Pasta, From Plant to Blue Jeans** and **From Wax to Crayon** are three titles from the **Changes series** by New York Children's Press featuring lots of photos, minimal of text and high degree of relevance.
- **Our Neighborhood** is a people-based series including **The Zieglers and their Apple Orchard, Exploring Parks** with **Ranger Dockett, Learning about Bees with Mr. Krebs** and more.
- **Dorling-Kindersley Books** (DK) offers literally thousands of titles in the non-fiction genre. **Jobs People Do** and their related series **A Day in the Life of.... a Dancer, Police Officer, Lifeguard**, etc. will offer familiar figures. DK also publishes a wonderful series of visual dictionaries including volumes on animals, cars, plants, buildings, and military uniforms.

Repetitive-language stories:

- **The Doorbell Rang** by Pat Hutchins
- **I Went Walking** by Sue Williams
- **Time for Bed** by Mem Fox
- **So Much** by Trish Cooke
- **The Last Little Cat** by Meindert DeJong

Extending

In the first of a series of articles about Extensive Reading (ER), ***Rob Waring*** **explains how teachers can set up and run a successful ER program**

Interest in extensive reading (ER) in foreign and second language learning is booming and this has led many teachers to set up ER programs. Some of these have been small and modest — often just one class. Others are more ambitious and widespread involving whole schools, universities and even school districts. Many programs are successful and well-run but there are others that have not lasted the distance. This is not from a lack of interest or enthusiasm for ER, but due to inadequate planning, poor execution or insufficient resources. It seems some programs have lost their way. Here are some suggestions that will provide a roadmap for implementing, maintaining and running an extensive reading program.

First, let us consider what the program will look like when it is up and running. When the program is fully functional it will:

- Be an integral part of the school's curriculum;
- Raise the learners' reading ability and general English levels and have knock-on effects on their writing skills, spelling, grammar and speaking;
- Motivate the learners to read, and learn from their reading;
- Have goals that set out how much reading should be done and by when;
- Have a reading library from which learners can select their own texts;
- Have systems in place for cataloguing, labeling, checking out, recording and returning the reading materials;
- Have a variety of materials to read, not only graded readers and other simplified materials;
- Show teachers, parents and the administration that you take ER seriously;
- Have targets of both learner and program attainment that clearly show the success of the program;
- Be bigger and more resilient than one teacher and have sufficient support that it will continue indefinitely.

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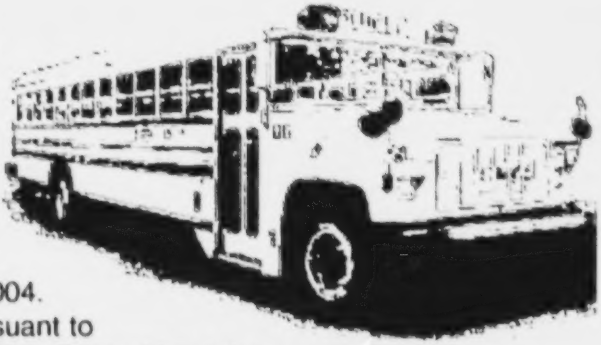
Progress on Reading First Continues



At long last, alternative bilingual programs are now eligible to apply for and receive funds from the federal Reading First Program. Assembly Bill 1485 (Firebaugh) was signed into law by former Governor Davis and goes into effect January 1, 2004. The bill explicitly allows classrooms operating pursuant to Education Code Section 310 to participate in Reading First without the Board's restriction that the English learners receive the 2 _ hours of reading instruction in English only. AB 1485 calls for a process in which professional development with an expertise in addressing the classroom needs of alternative bilingual programs as well as using the adopted alternative formats will be approved as Reading First providers.

Another provision of AB 1485 relating to the Reading First Program directs the State Board of Education to send an amendment of the Reading First Plan to the United States Department of Education (USDE) allowing the use of the State Board approved alternate format instructional materials in Spanish. The State Board of Education on November 12,2003 approved the amendments to the California Reading First Plan and directed staff to immediately transmit the amended Plan to the USDE.

CDE will alert districts when the Plan amendment is approved and provide instruction on how to add Prop 227 waiver classrooms with the approved alternate formats to their existing Reading First program. Districts currently approved as Reading First Programs and wishing to add their alternative bilingual programs will receive first priority for funding. Eligible school districts currently not participating in the Reading First Program will have an opportunity to apply for Reading First funding for the 2004-2005 school year. More information as to the details of the application process, eligibility etc will be provided once CDE makes decisions.

It should be noted that even though AB 1485 is now law, the Pazminio lawsuit has not been dropped. There are other issues not addressed in the bill that are included in the lawsuit. Negotiations between the plaintiffs and CDE/State Board are continuing. Stay tune for further details.

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the Gift of Reading

But how does one get there? Probably the most important piece of advice is to "think big, act small" (Hill, 1997). This means the management systems can be expanded or contracted with minimal pain as the program evolves. If a successful program is to prosper, it has to have vision, and the will to survive potential threats to its existence. Among these threats are increases in lost or mislaid materials, insufficient resources to maintain a library, teaching and financial resources being moved to other projects, and a general lessening in enthusiasm after the highs of the 'big start.' Therefore, the program should be well planned, but should have built-in flexibility and adaptability for future changes.

The very first step is to find ways that the program will fit within the school's curriculum. An ER program needs to fit within the goals, aims and objectives of the school, otherwise the ER program may fail from lack of direction or purpose. Moreover, it needs to not only be part of a larger reading program, but also part of the larger language learning program, because reading extensively is only one type of reading instruction. There also needs to be instruction and practice in intensive reading and the development of reading strategies and skills, for example. The key to a successful reading program is balance. Too much intensive reading leads to not enough work on developing a fluent reader. Too much extensive reading can lead to a learner not noticing certain language, and too much work only on reading skills will not practice the skill of reading. Not enough work on vocabulary leads to learners who cannot develop their reading fast enough. The balance of these elements for learners at different ability levels must be determined before the program can take shape.

The next step is to ensure that everyone is involved not only in the planning and in the setting up, but also involved in decisions that are made as a group. If people do not feel they have a stake in the program then their lack of commitment may lead to frustration and anger if things do not go well. It may even result in resentment if it is felt that something is being pushed upon them — especially something that they do not understand, nor care about. This implies a lot of careful groundwork and planning to ensure that everyone involved understand the reasons for the program and its aims, goals and objectives. This includes the learners and possibly their parents.

After there has been a decision to go ahead, then you will need funding to get reading materials. If your program is using graded readers, then you'll need enough funds not only to buy the initial stock, but to ensure there is follow-up funding for improving the stock and to replace damaged and lost items. Most schools and school districts will have a budget for books, but if this is not available, money can be requested from parents or learners, or raised at school

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events such as school festivals, sponsoring learners in a reading marathon, and so on. The more the learners are involved in the funding, setting up and running of the library, the higher the chances are that the program will flourish. Initially, the program can start with one book per learner (or even one between two if books are shared) and these can be rotated each week at the designated return date. Eventually, you will need 3-4 books per learner to ensure sufficient variety, range of levels, and interest.

Another way you can start your library (in addition to using readers) is to require learners to find materials which interest them from magazines, webpages, newspapers, brochures or whatever. Their task every week is to find one article that is really interesting to them which they can read reasonably comfortably. They then glue it to a card, write their name on it and where it came from and then read it. Before handing it in, they can translate any unknown language in as a service to other learners. This method builds research skills and at the same time they become stakeholders in building a library of things they want to read. These can be kept in a box or bag and learners can be encouraged to label and file them in appropriate categories (the use of different color backing cards can help here). Every week they should select one or two articles to take home and read to discuss later in class. These materials will need to be graded according to your scheme as well.

The effective library management of graded readers needs a lot of forethought and planning specific to your location. Some schools and colleges are lucky enough to have their library keep the books. However, many libraries are too under-resourced to deal with an additional load of books to check-out, check-in and restock. Some schools require the learners to work in the school library to take turns to administer the book lending.

In the absence of support from the school library, you'll need to set up your own book management systems which should be simple and transparent to anyone who picks up a book. The first thing to do is to make a grading scheme so that materials can be graded by difficulty (and age appropriacy). A common way to do this is by using the publisher's headword counts — for example the yellow level refers to books below 300 headwords, green books are between 300 and 450 and so on. This system will need to be flexible because the publishers use different headword lists and books differ by density of text and illustration per page, and book length by level among other things. So you'll need to look at each title carefully before assigning it a level. It is not a good idea to code them by the publisher's assertions of elementary, intermediate and so on because these vary tremendously between publishers. Your learners can also help to identify mis-levelled books as they read.

Many foreign and second language ER programs use a 6 to 8 level scheme going from the easiest materials to the more difficult. These levels are often sequenced by using colors, letters of the alphabet or numbers. If there are too few levels then the jump between levels can be too large and off-putting for learners who need a steady sense of progress and accomplishment. Each book can then be numbered and coded by its level and book number (e.g. G4070 G = Green level, 4 = biographies, and 070 is the book number). Other coding schemes can be used to identify class sets of readers, or readers for a particular class or set of classes, or even short term loan books. Whatever the code, it should be clearly visible on the cover and very transparent to everyone, including the learners. These books and materials can then be kept in boxes or on different shelves and should have color tape on the spine for ease of identification. There is probably no need to put them in author or book number order — just drop them in the appropriately color-coded box.

If the school's library cannot be used, the next thing to organize is the book borrowing system. For a single class, this can be as simple as a checkout sheet with the learner's name and book number listed by week (see Figure 1). When books are returned they are crossed off.

Name	April 1	April 8	April 15	April 22
Akiyo Nagai	G5345	G2453	G3232	_
Bert Nuefelt	Y1785	Y2121	Y2778	_
Shu Wei	P2352	P2099	G6435	_
Carlos Sanchez	543	547	444	_

Figure 1. A simple checkout sheet for a single class.

Alternatively, a different sheet can be made for each learner that includes the book title, the book number, and the borrowing and return dates (see Figure 2).

Name	Akiyo Nagai
Number	032012
Title	Alice in Wonderland
Book number	G5345
Date borrowed	April 13
Date returned	April 16

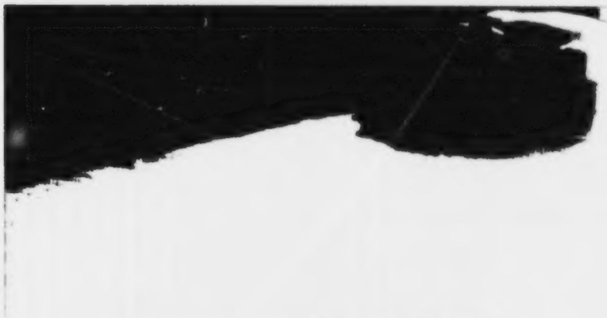
Figure 2. A checkout sheet for a single learner.

If there are several classes using the same stock, you will have to decide a common system so that everyone knows the system and you will have to coordinate things so that two whole classes do not want to swap books at the same time. In any case, it is not a good idea to use an "honor system," as colleagues from around the world report high instances of 'lost' or 'forgotten' books.

It is much easier if all the learners borrow and return books at the same time. They should put them in the 'drop box' at the beginning of class (or after the time allocated for discussing their reading with others is over). In a quiet moment, the teacher (or the learners, in rotation) checks off which books have been returned. Books should only be returned to the book collection when the books have been crossed off.

At some stage you will need to know which books each learner has read, how many pages, and at which difficulty levels so that you can monitor (or assess) them. This is commonly done by requiring learners to write a short report on each book in a notebook, or on a specially prepared questionnaire (examples of these are on the web sites described below). This creates a record for later assessment. The teacher can check these either in a silent reading period in class, or out of class.

Before the first class, you will need to decide how the learners can



The first thing to do is to make a grading scheme so that materials can be graded by difficulty.

	Intensive Reading	Extensive Reading
LINGUISTIC FOCUS	Analysis of the language	Fluency, skill forming
DIFFICULTY	Usually difficult	Very easy
AMOUNT	Little	A book a week
SELECTION	Teacher selects	Learner selects
WHAT MATERIAL	All learners study the same material	All learners read different things (something interesting to them)
WHERE	In class	Mostly at home
COMPREHENSION	Checked by specific questions	Checked by reports / summaries

Figure 3. A table for explaining the reading to learners.

find their own 'reading level.' One easy way to do this is to spread books out on a table and let the learners choose a title they like. They then have to read a page of it. If the material is too difficult (i.e. their reading speed is under 80-100 words per minute, and if there are more than 1 or 2 unknown words per page, or if they do not have high levels of comprehension), then they choose a book at an easier level. They can go up and down levels until they feel comfortable. Some teachers ask learners to take a vocabulary or reading placement test as an alternative. Whichever way you choose, the learners will need help in finding their comfort level and need advice about reading suitable for them. You can monitor that they are reading at the right level by talking to each student individually in a silent reading period.

In the first class, you will then need to explain to the learners why extensive reading is important (see Paul Nation's article, this issue) and convey this to learners as often they cannot see the need and just see it as more homework. Not doing this well is the leading cause of failure of ER programs. They need to see that their coursebook provides them with the new language but their conversation and writing classes assist them in building their fluency with already known language as output. Extensive reading helps learners to build their reading speed and automaticity in reading of already known language in a pleasurable way. If they do not read or listen extensively then they cannot build reading speed and gain all the benefits that come from it. I have found the above table very helpful for explaining extensive reading to students (based on Welsh, 1997). ■

The learners also need to know:

- the goals of the ER program;
- when they have to return books;
- how much they need to read either by number of books or page targets (research suggests a 'book a week at their own level' is sufficient;
- how many books they can borrow;
- how their reading will be evaluated (if at all);
- when they have access to the library;
- whether they have to do follow-up exercises or write reports etc.;
- Finally, you will need to know how to assess the learners and their reading and find ways to determine how the program is meeting its goals.

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Welch, R. 1997. Introducing extensive reading. *The Language Teacher*, 21 (5), 51-53.

Resources

The Extensive Reading web site: http://www.extensivereading.net
Rob Waring's ER web site: http://www1.harenet.ne.jp/~waring/er/

Rob Waring *is an associate professor at Notre Dame Seishin Women's University in Okayama, Japan. He has been actively involved in the promotion of extensive reading and in the setting up of numerous programs in Asia in the last decade. He is moderator of the Extensive reading mailing list and a series editor of a set of graded readers due out in late 2003.*

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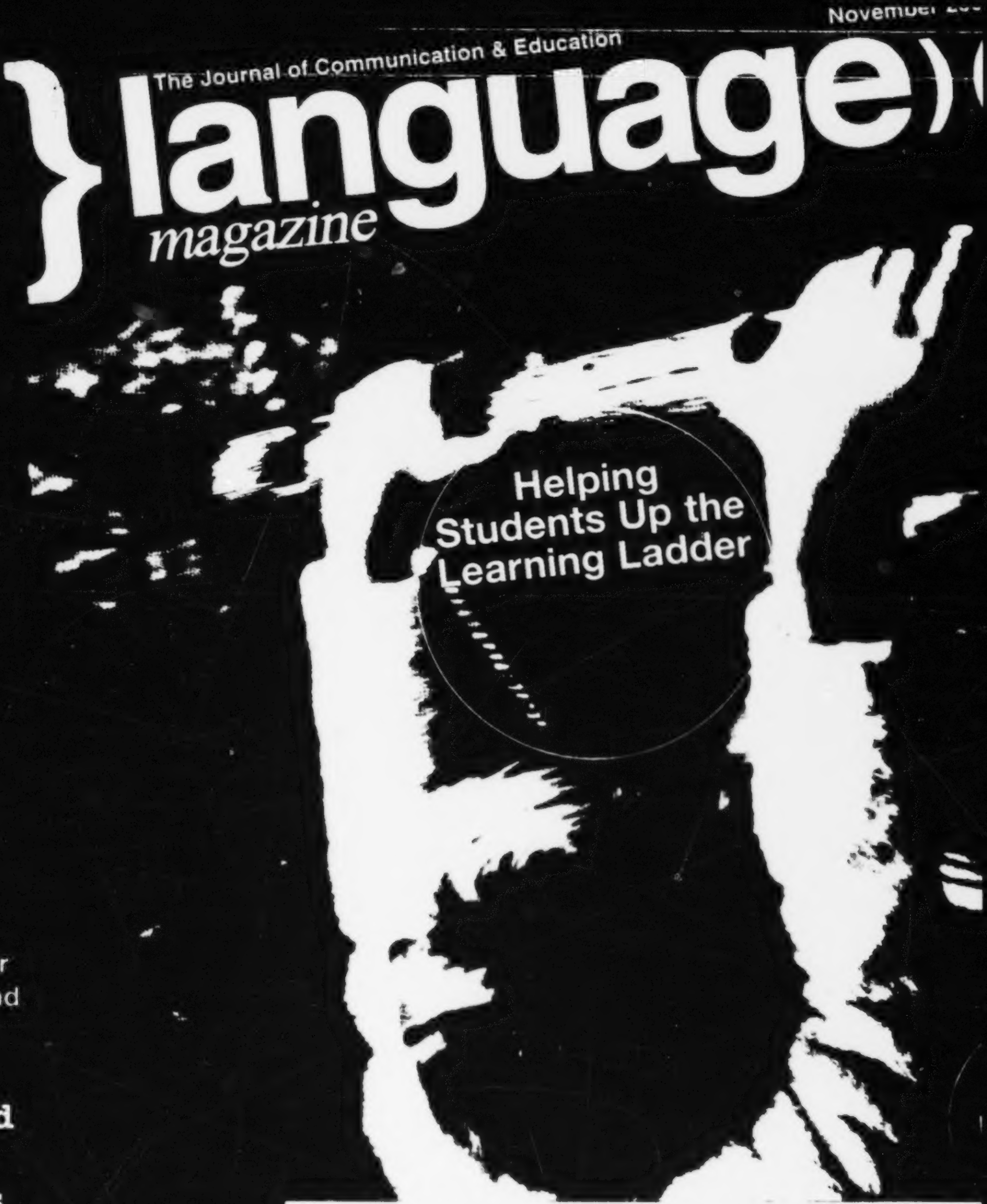
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Paga ser Bilingüe { *It Pays To Be Bilingual* }

Multilingualism is being rewarded in the workplace and so it should be, according to *Domenico Maceri*

As the Hispanic population increases, more and more services are being provided in Spanish. Inevitably, government agencies are beginning to recognize individuals who have bilingual skills. In Seguin, Texas, the city council voted recently to provide a $30 per month stipend to 42 city jobs which provide services to Spanish-speaking residents. The vote was later changed and Seguin will not provide stipends.

Many municipalities across the country, however, do offer stipends to firefighters, police, and social workers who possess bilingual skills.

The Phoenix Fire Department gives bilingual employees $100 a month of extra pay. Bilingual police officers in El Mirage, Arizona receive an extra $100 a month, and in Glendale, AZ, $75. Los Angeles city employees in designated bilingual positions receive a 5.5 percent bonus if they use their interpreting and writing skills. Other agencies around the country offer similar compensation.

To qualify for the extra stipend one needs to pass a proficiency test in Spanish. The linguistic skills can be acquired in any way. One may have learned the skills as a child, in school, through travel, or through self-study.

Since many of the employees who often get these extra stipends are Hispanics, the programs appear to be ethnically motivated.

That's not true because anyone passing the proficiency test, regardless of ethnicity, qualifies for the stipend. The linguistic skills are no different than computer abilities or any other specialized training employees might have.

I examined the bilingual tests given by an agency in California. They focus on phrases police, firefighters, and social workers need to be able to deal with Spanish-speaking clients. The linguistic knowledge was not complex and anyone who had taken two or three semesters of college Spanish could pass the "basic" level and get the 25-50 dollar stipend.

The "advanced" level was more demanding but the stipend's range was $75-120 a month. To pass this test, employees require more education and in all likelihood some specialized linguistic training.

Providing stipends for proficiency to employees who have bilingual skills is a very inexpensive way of dealing with the situation. Having to hire professional interpreters can be prohibitively expensive.

However, services in Spanish are problematic not just because of the question of stipends but also because the idea of language causes conflicts. Some people argue that services should be available only in English.

In fact, providing services in languages other than English is the law in many cases. Former President Bill Clinton signed Executive Order 13166, which requires that any organization that receives federal funding make a reasonable effort to provide services in languages other than English. An English-only group has sued President George Bush for not rescinding the order.

Section 203 of The Voting Rights Act says that if more than 5% or 10,000 voting-age citizens in a county don't speak English "very well," according to the US Census figures, and are fluent in another language, election materials need to be translated.

But even if the law does not force agencies to provide service in other languages, companies and other groups do so voluntarily. By making services available, immigrants can integrate faster into mainstream. Driver's license tests in other languages are an obvious example. By being able to drive legally, people can move more easily and interact with Americans rather than being isolated in their linguistic and social ghetto.

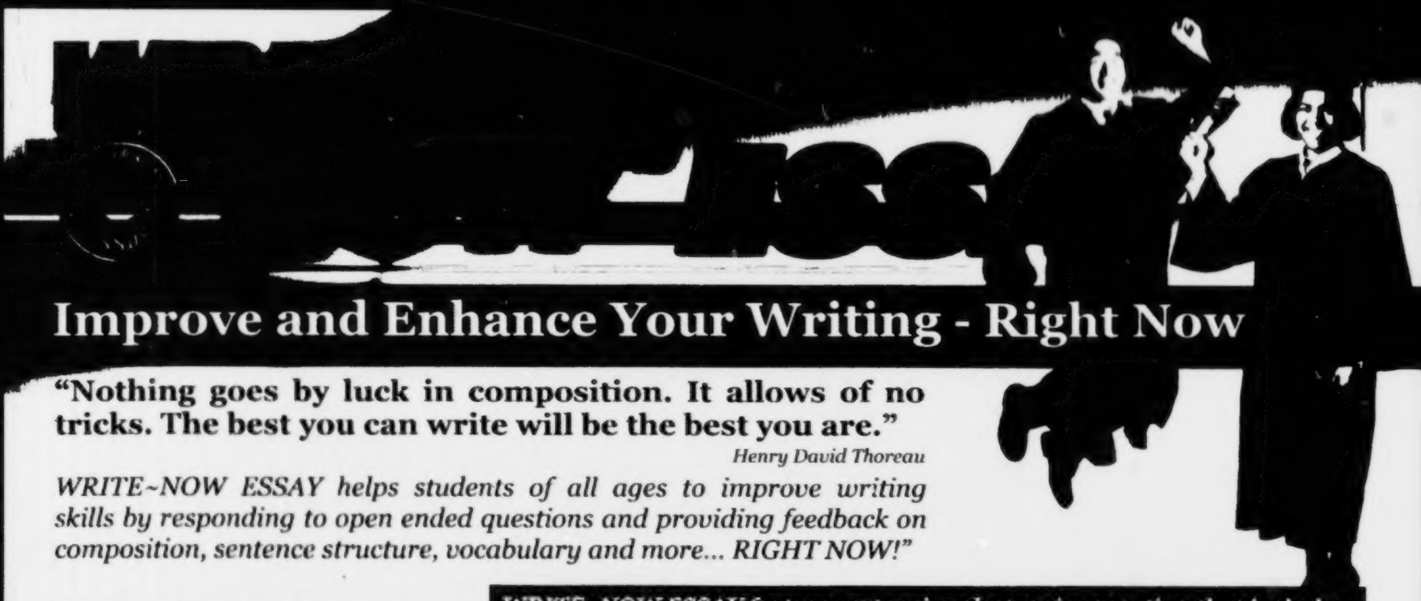
Some people argue that by providing services in other languages people never learn English. It's too easy. There is no incentive.

The fact is that there are strong incentives to learn English. This is most evident in education. If one wants to be successful, one must become literate in English. No American university offers medical school training in any language other than English. To become a lawyer, one needs to learn English. To become an engineer, it's the same.

Thus immigrants know very well that the ticket out of menial work is learning English.

Paying employees a small stipend for bilingual skills is a smart way to encourage growth and understanding in our multicultural society. It sends a message to employees that their skills and knowledge are valuable and that those being served are also valuable. {}

Domenico Maceri *(dmaceri@hotmail.com), PhD, UC Santa Barbara, teaches foreign languages at Allan Hancock College in Santa Maria, CA. His articles have appeared in many newspapers and some have won awards from the National Association of Hispanic Publications.*



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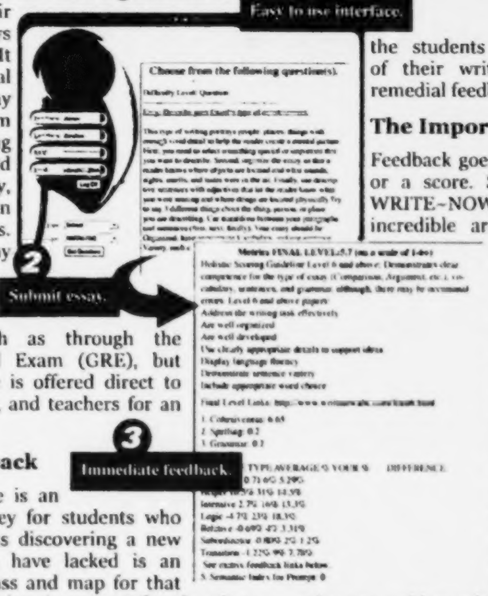

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Lessons for the One-Computer Classroom

Barry Bakin

A regular column focusing on activities and

projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning-to-advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. The version of Microsoft Word being used is Office 2000. Some instructions might differ slightly in other versions. Apple/Mac users can adapt the exercises to their particular platform.

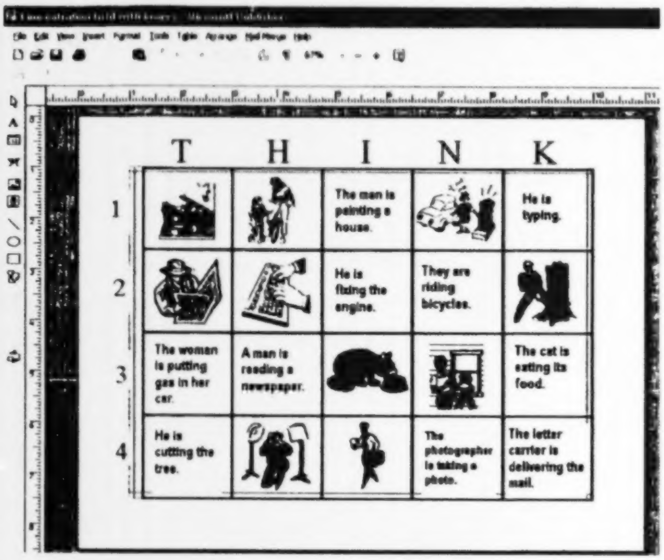
For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Project #26 ClipArt Concentration Game

Students use Microsoft Publisher to create a "Concentration Game" board with ClipArt images and language structures. Once the game boards are created and printed, students use them to practice vocabulary or grammatical structures that they've previously been introduced to in class. Completed games can be saved and placed in protective sleeves for repeated use. The "Concentration" game is especially appropriate for beginning and intermediate level students but can even be of interest to the lowest levels because students can create games using words from among their limited vocabulary. Any language component can become the basis for the game as long as ten pairs of items can be created. In addition to games consisting of picture and word matches, students have created games based on regular and irregular past tense verbs, opposites, superlative and comparative forms, prepositions and time expressions.

The game itself is played with a game board consisting of five columns and four rows. The squares are covered with pieces of cardboard or paper fashioned with a small tab on one end so they can be lifted easily. The object of the game is to uncover pairs of items that match by revealing two squares at a time. If two squares that are not a match are revealed, the cardboard covers are replaced and the next student takes a turn. The winner is the student that uncovers the most matched pairs. Traditionally, the player who uncovers a matched pair gets another turn.

The game is easily adapted for the overhead projector for use with the whole class. That is why the columns and rows are labeled. The rows are numbered and the columns are labeled with letters. Each space on the board can then be identified by a number and a letter. In Illustration 1, for example, the picture of the man reading the newspaper is identified as "2T" and the sentence "The cat is eating its food." is in the square labeled "3K." The game is printed out on transparency plastic or copied to a transparency to be projected on the wall. The teacher (or a student) can stand at the overhead projector and choose students in turn. The selected student calls out a pair of squares identifying them by their letter/number labels. The teacher (or student) at the projector uncovers the appropriate squares. When a student successfully uncovers a match their name is written on the transparency in the matched squares. Playing the "ClipArt Concentration" game is great fun for students of all ages, providing a bit of a competitive edge to vocabulary and grammar practice.



	T	H	I	N	K
1			The man is painting a house.		He is typing.
2			He is fixing the engine.	They are riding bicycles.	
3	The woman is putting gas in her car.	A man is reading a newspaper.			The cat is eating its food.
4	He is cutting the tree.			The photographer is taking a photo.	The letter carrier is delivering the mail.

Illustration 1

Step 1) Prepare a game board that students can view as an example. The model for this project should look something like Illustration 1 above. Also prepare 20 cardboard or heavy paper squares that are slightly smaller than an individual square. Bend up one corner to create a small tab that can be used to simplify lifting the cover piece off of the game board.

Step 2) Introduce the project by showing your completed game board to the whole class, explaining the object of the game and demonstrating a few attempts to uncover a match. Do this on the overhead projector with large classes.

Step 3) Introduce or review basic operations and functions in Microsoft Publisher. Review inserting text, changing font sizes, drawing squares and lines, inserting and resizing a ClipArt image, saving a document, and other necessary procedures. Repeat all of the actions several times. Have students call out the steps of the process as a comprehension check before assigning a student or students to the computer to work on their own game boards.

Step 5) Students work on their individual projects.

Step 6) As students complete their work, check the final product and save it before printing it.

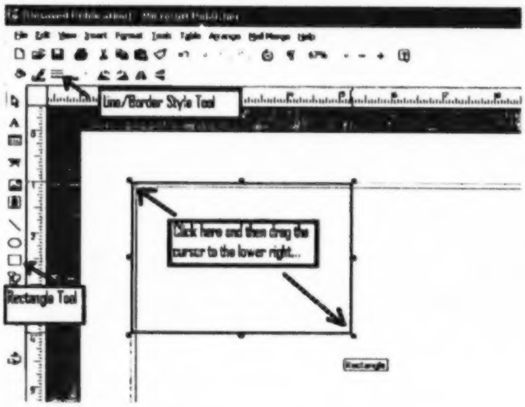
Step 7) Students can play in pairs as games are finished.

Note: The project can be simplified by creating and saving a blank grid ahead of time. Instead of each student having to make the entire game board from scratch, students can simply open a file labeled "Master Concentration Game Grid," save the blank grid with their own names, and insert images and language structures of their own choosing.

Steps for creating a "Concentration" game board in Microsoft Publisher

Step 1) Start Publisher. The "Microsoft Publisher Catalog Wizard" starts up automatically. Click on the "Blank Publications" tab and then again on the "Full Page" option and then again on "Create." A new blank page will appear. Click on File/Page Setup and choose "Landscape" orientation.

Step 2) Click on the Rectangle Tool and the Line/Border Style option will become functional. Choose a heavier thickness line and draw a large rectangle in the work area (See Illustration 2) large enough to fit the entire page.



Click here and then drag the cursor to the lower right...

Illustration 2

Step 3) Click on the Line Tool and draw a vertical line from top to bottom of the rectangle about an inch and a half from the edge. While the line is still highlighted, copy it and paste the copy of the line on the page another inch and a half away from the first line you created. Repeat until there are five columns. Adjust the spacing between the lines so that each column is the same width.

Step 4) Repeat the entire process to create horizontal lines for the four rows.

Step 5) Use the Text Frame Tool to insert numbers along the left edge of the grid and the word "THINK" along the top. At this point, the grid itself is finished and can be saved as a master for all subsequent game boards (see Illustration 3).

Step 6) Click on Insert/Picture/From ClipArt to select ClipArt images to insert in ten squares. Drag the entire picture to the selected square on the grid and resize the image by clicking on a corner of the image and dragging the corner to the desired size.

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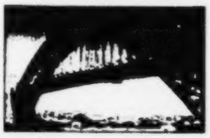

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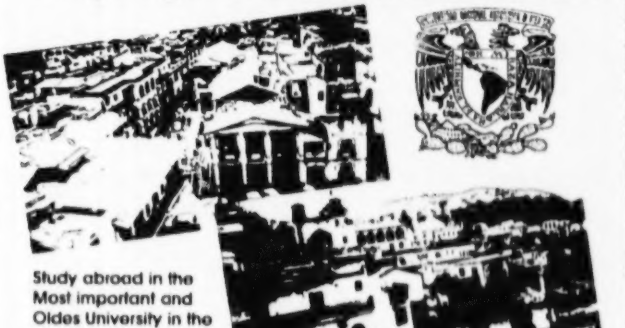

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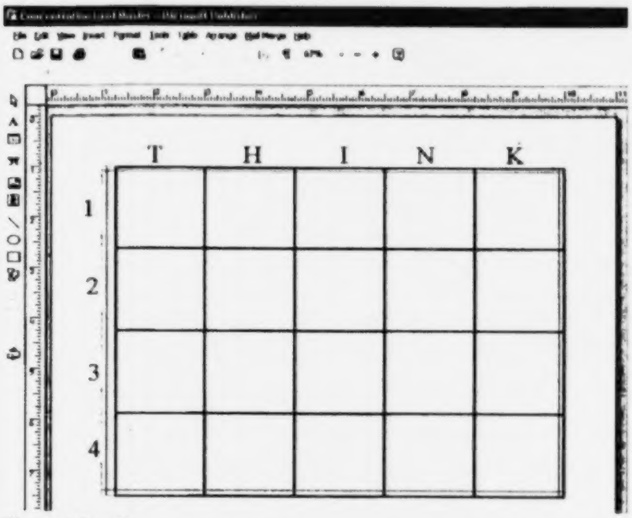

Illustration 3

Step 7) Use the Text Frame Tool again to insert the desired vocabulary word, phrase or sentence to complete each pair. Repeat until all the pairs are completed.

Step 8) Save the completed game board with a new name and print it!

Tips for working with computers and beginning students (individually at the computer or in groups)

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes. Remind more advanced students to save their work themselves.
- Be patient since beginning students are also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a folder to help you organize the completed projects. For this project, call the folder "Concentration Game Boards". As each student finishes, save the project in the same folder. You can also create a "Concentration Game booklet", which is simply one document with all of the students' individual game boards pasted sequentially one after the other. Having all of the students' work in one document makes it easier to print a group of them at once since you don't have to open each document individually. {}

Barry Bakin *is an ESL Teacher and Teacher Advisor in the Division of Adult and Career Education of the Los Angeles Unified School District. He teaches ESL Beginning High at Pacoima Skills Center and trains ESL teachers to integrate computers into ESL instruction.*

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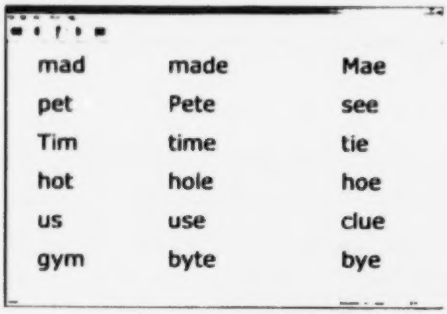

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New Intuitive Software to Improve and Enhance Writing Skills

SDIdeas, Inc., developer and marketer of innovative writing enhancement technology, has released WRITE-NOW, their writing enhancement software that helps students of all ages to improve and enhance their writing skills. Dr Steven Donahue, professor at Miami Dade College and features editor for *Language Magazine*, specifically developed the solution for the woes of America's poor writers.

WRITE-NOW has been used at various colleges and universities in the US as well as by the US military under an extensive test marketing program. Now, after numerous successful test deployments, WRITE-NOW is being made available to teachers and students worldwide.

"Poor writing is a national crisis and Americans are less literate than ever," commented Dr. Steven Donahue, founder of SDIdeas, Inc. "A writing revolution, this online program evaluates students' papers giving them robust feedback and detecting as well as correcting the proliferation of sub-standard usage ranging from hip-hop to the truly obscene. We look forward to making this software available to students everywhere with the hope of vastly improving writing techniques."

WRITE-NOW uses an artificial intelligence engine to score open-ended constructed response type questions.

The innovative software is being marketed by Jeffrey Loch, president and CEO of SDIdeas, who commented, "WRITE-NOW is a category-killer new product, a kind of silver bullet for those learning to master English writing. In fact, like the personal computer, synthetic hair dye and cell phones, this invention will change the way we live and work."

WRITE-NOW uses an artificial intelligence engine to score open-ended constructed response type questions. The product's proprietary response scoring technology evaluates written responses online in real-time to achieve scoring rates greater than or equal to the accuracy of two expert human scorers. Unlike earlier, less successful techniques that relied on generalized analysis of writing, WRITE-NOW creates a sample specific model — a "Polaroid" of the writing based on the use of a proprietary variation of the maximal Voronoi tessellation algorithm. This algorithm's performance has been shown to be superior to other methods, including the Bayesian network technology.

Steven Donahue further commented, "Essentially, this is 'thinking software,' that replicates much of the drudgery faced by teachers in correcting student papers. The WRITE-NOW software is a combination of 'heuristics' which offers synthesis of the important content and structural features it 'discovers' about submitted text essays. Finally, writing students can get true state of the art feedback to improve their writing and teachers can deal with higher-order thinking issues."

Donahue further explained, "For instance, a student recently wrote a paper in which she used the hip-hop term 'dawg' to mean a male friend, but the program caught it and suggested: friend, buddy, soul-mate or acquaintance as better synonyms."

Jeffrey Loch further commented, "With a severe teacher shortage, this software empowers writers. Specifically, scores of students have literally jumped levels at Miami Dade College when using the software in their writing because it is quicker for correcting first-draft writing than a legion of overburdened teachers. We are certain that WRITE-NOW will help large numbers of students improve their writing, and help teachers enormously."

WRITE-NOW consists of a variety of narrative, descriptive, persuasive, compare and contrast and other topics within multiple categories allowing students to write either in school or at home with over 300 available questions in which to respond.

The product is currently available in various education institutions including Miami Dade College and will be made available shortly via direct response television and the Internet for $29.95. For purchase or more information, visit www.writenowabc.com.

Ellis Predicts Growth in China

English Language Learning and Instruction System, Inc., ELLIS, has gained a strong foothold in China, and believes that its strategic importance will be enhanced in 2004 and beyond, according to David Rees, President and Chief Executive Officer.

"Having spent considerable time in China over the past year, I am now more confident than ever that ELLIS' established relationships and partnerships with financial institutions, large consumer product companies, large English language school chains, prestigious universities, private schools and hardware/software manufacturers has laid the groundwork for meaningful contributions to revenues and earnings in the years ahead," Rees commented.

"Our original partner, New Oriental Schools, is very pleased with our 'Kids' Product line which it is currently selling in Beijing, and intends to offer the product nationwide in the near future. We have other partners in different channels working closely with us as well," Rees added. "I am extremely pleased with the accomplishments of our Chinese regional manager, Ling Plancon. In a display of 'outside' optimism, she requested a straight commission arrangement, to which we agreed, as it keeps our fixed costs at a minimum and greatly motivates her efforts. She has also informed us that she is a stockholder and is currently buying shares of the Company."

"A new English curriculum is under study at very high levels of the Chinese government, and ELLIS is an integral part of those discussions. Our head of curriculum is currently in China working closely with the appropriate parties," Rees stated.

"At this early juncture, China is currently producing a healthy cash flow without substantial capital outlays on our part, and we believe that China will account for at least 10% of our projected revenues for 2004. We see the possibility for extremely rapid growth over the foreseeable future in other countries in Southeast Asia as well. China, however, will remain the largest market in that area, and we are well positioned to meet the challenges there," Rees concluded.

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Language Magazine's Guide to Literature and Educational Resources

Santillana Intensive English Level 2 Teacher's Resource Kit by Linda Ventiglia and Linda Gonzales

Miami, FL: Santillana USA Publishing Company, Inc.

Are you looking for material that encompasses various pedagogies and learning styles simultaneously? Do you need ideas for incorporating critical reading, writing and thinking skills in your classroom? Can you utilize more techniques for increasing student participation and interaction? Then Intensive English is a tool that would be most useful if you are teaching an ESL context elementary class, grades K-6.

The kit includes a user's manual, which provides a detailed description of how to effectively navigate through the resource kit. The manual explains the placement of students according to skill levels and provides detailed information on the lesson cards made available within the kit for each lesson. The manual is broken down into seven sections: lesson cards, 10 tips for using word banks, scope and sequence, placements, strategies, assessments, and assessment records. The scope and sequence section is very helpful in defining lesson goals, standards-based activities, and extended/ cross-curricular activities, which can incorporate social studies, science, and math into some of the lessons. This is set up as a chart and is labeled with both the unit and lesson number.

The kit include a pack of letters designed to send home to parents corresponding with the lessons, informing them of what the class is working on and what assistance the students need of the parents. In addition, there is a "Personal Vocabulary Cards" workbook, which contains pictures accompanied by words or letters that can be photocopied for the students. The majority of the pages in the workbook are sectioned out into four sections per page and each is numbered one through two hundred twenty-nine. This could be used as a supplement to the lessons provided. Teachers have the option to have students cut out the individual cards, color the picture image, and trace the word written on the lines provided to emphasize the vocabulary used in the lesson.

The format of the kit is neatly laid out. The kit has labeled dividers breaking down all 12 units with the corresponding lessons that accompany them. There are five sections within the kit including the following: strategy, placement, reading, 12 units (containing the lesson plans), and vocabulary. The lesson cards have an 11 1/2" x 14" color picture on the front that can be viewed by the class. The back of the card provides the goals involved in the lesson, vocabulary that can be introduced, as well as ways to incorporate critical thinking, reading, and writing skills. Also included on the lesson card is a section with application and exercise ideas that can be carried out individually, in small groups, or in a large group setting. ELD, ELA, and ESL standards are clearly defined on the bottom left corner of the lesson cards.

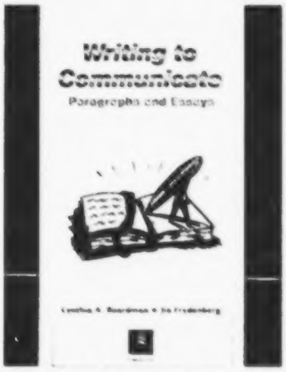
The focus of each lesson is very specific, dealing with an aspect of everyday life. The lessons in the twelve units are numbered from 2.1 to 2.120, and are set up with ten lessons per one unit. The structure of the kit is well organized and easily understood. The instructor could easily pick and choose what information they wish to incorporate into the lessons presented, and the activities can be changed to increase or decrease skill levels.

Intensive English 2 provides well-rounded lessons that are easily accessible. In essence, this kit provides ESL teachers with 120 days of lesson plans. The worksheets are provided, as well as a list of texts that can be used corresponding to or supplementing the curriculum. Most everything needed to teach your classroom is provided in the kit, which provides flexibility in most areas and allows teachers to use it as a primary tool of instruction or as a supplement to their own lesson plans. It is this flexibility that makes the kit such a desirable asset for elementary ESL teachers.

Jennifer Brower *is an MA English candidate at California State Polytechnic University of Pomona. Her current interests focus on the use of technology and promotion of creative writing methods for the ESL classroom.*

Writing to Communicate: Paragraphs and Essays (2nd ed.) by Cynthia A. Boardman & Jia Frydenberg

White Plains, NY: Pearson Education



ESL instructors who teach academic writing face great challenges ranging from sentence-level mechanics to discourse patterns. The complexities of the mechanics and conventions of academic writing combined with the varied discourse patterns with which students arrive to ESL classes create a need for well-structured, clear presentations of the expectations of American academic writing. Writing to Communicate: Paragraphs and Essays provides one such presentation that is well suited to the midlevel ESL student (TOEFL scores of 440-500).

The authors divide the text into three parts-The Paragraph, The Essay, and Rhetorical Patterns. The beginning section begins with a chapter that provides a clear and concise Introduction to Academic

Writing. It contains informative subsections explaining why, how, and to whom students write at an American university. After that chapter, the text introduces the students to writing paragraphs. Chapters two through five concentrate on narrative, descriptive and expository paragraphs. Each of the chapters focuses on a rhetorical element-Types of Paragraphs, Organization of Paragraphs, Coherence and Cohesion, and Unity and Completeness. Each chapter also has a thematic focus-Lifetime Firsts, Holidays, Passages of Life, and Events in U.S. History.

The next section of the text helps the students to expand their paragraph writing into essay writing. This section, like the first, has chapters that concentrate on specific elements of writing and themes. Chapters seven through ten cover The Thesis Statement, The Introductory Paragraph, The Concluding Paragraph, and Body Paragraphs. The chapters in this section are organized thematically around the environment and how humans relate to it.

The final section of the text focuses on the rhetorical patterns involved with various modes of writing. Chapters eleven through fourteen deal with Process, Classification, Cause and Effect, and Comparison and Contrast writing. The themes focus on Love, Family and Work, Raising Children, and People and Nature.

In addition to moving through rhetorical structures with increasing complexity, the text also presents, with great clarity and increasing sophistication, common mechanical trouble spots. The beginning of the text shows the students basic paragraph formatting; later, it covers commas and semicolons; and, in addition to much more, it explains the use of coordination and subordination.

Helping the students to use the rhetorical and mechanical elements are clear presentations of the writing process. The text shows the students techniques for generating ideas, drafting, revising, and editing. Each of the chapters in the section on rhetorical patterns begins with prewriting activities and graphic organizers.

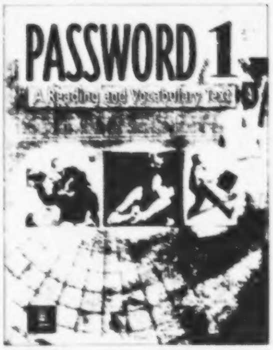
The rhetorical structures, lessons in mechanics, and writing strategies are all illustrated with well-crafted, easily understood models. The models have practice exercises that allow students to explore and connect with the learning goals. Although a few of the models fail to capture interest (e.g., A Ten-Speed vs. a Tricycle), they clearly illustrate the learning goals, and they usually do so in an interesting way.

These writing models along with the structural, mechanical, and thematic content of the text make Writing to Communicate highly useful to ESL writing students. I strongly recommend that instructors try it in their classes.

Jerry McCanne *teaches ESL at Upland High School in Upland, CA. He is currently working towards his MA in TESL at California State Polytechnic University, Pomona. His research interests include Generation 1.5, assessment, phonology, and transformational-generative grammar.*

Password 1: A Reading and Vocabulary Text by Linda Butler

Longman, Pearson Education, Inc. New York



Having taught in Taiwan, I am familiar with this book which is designed to help students of English develop their reading skills and expand their vocabulary. The author breaks down chapters by word-levels and different verb tenses. In Password 1, she assumes ELLs (English language learners) who have 600 words in their lexicon can use this book to not only enhance their reading skills and allow vocabulary growth, but also to equip them to handle basic everyday conversation.

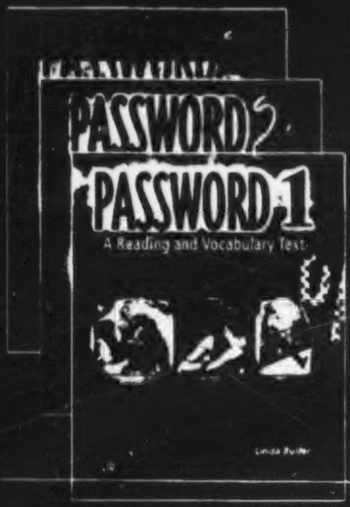
There are eight units in this book and they are each based on a theme, comprised of four chapters followed by a Wrap-up section, which brings the vocabulary together from the four previous chapters. The author has arranged the Wrap-up Sections very well by using exercises related to word families, words games, and building dictionary skills. In addition, there is a Vocabulary Self-Test after Unit Four and Seven that help ELLs to assess their ongoing and cumulative progress, very helpful for summative recognition of their abilities to use these new words properly and correctly.

It is apparent that the author has chosen word lists and composed the reading passages very carefully so that most of the vocabulary words are of high frequency usage, and the readings deal with interesting topics. They are often about real people, places, and events. The author's intention is to make students become skilled at using context clues to gain word and phrasal meanings, and she models great care in her own selection of words in her sentence design.

Each of the chapters is organized in four sections: Getting Ready to Read, Reading, Exploring Vocabulary, and Developing Your Skills. For teachers who are looking for a student book that contains vocabulary, grammar, content-discussion, reading, writing, and the dictionary skill, this is the right book for you. These sessions are balanced within each chapter. In addition, the ancillaries include an audio CD with the student book, and a teacher's manual.

I highly recommend this series of books as a good start for elementary English students. Many similar sorts of exercise books attempt to achieve the same standard, but the detailed organization, multi-dimensional exercises, and the diverse reading content makes the Password series of English education books stand out. { }

Sally Ching Lin Wu *is an English Master's candidate at California State Polytechnic University, Pomona with emphases in TESL and Rhetoric/Composition. Her research interests include EFL curriculum design and second language acquisition studies.*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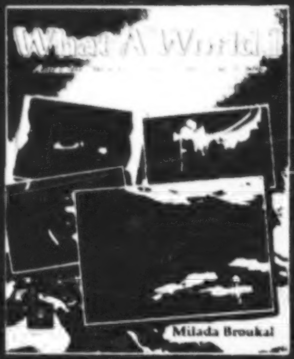
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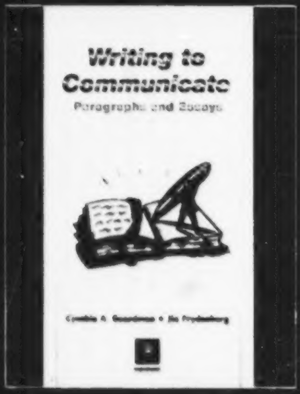
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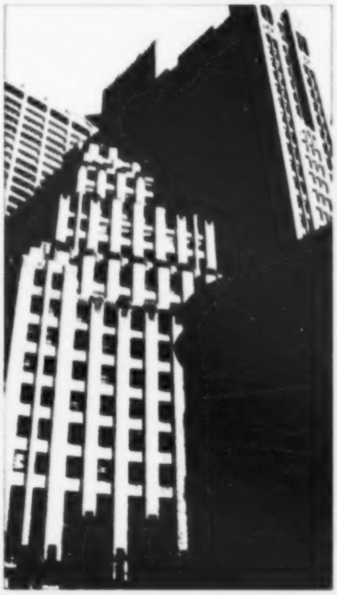

Bean Town Babble

Jim Fitzpatrick examines the distinctive Boston dialect and explores its cultural significance

"Ever'body says words different...

Arkansas folks says 'em different, and Oklahomy folks says 'em different. And we seen a lady from Massachusetts, an' she said 'em differentest of all. Couldn' hardly make out what she was sayin'."

John Steinbeck's appraisal of Massachusetts speech in *The Grapes of Wrath* is one of the most oft-cited quotes in dialectology, but it addresses the reality of differences in American English. From the North End to South Station, from West Roxbury to East Milton Square, the Boston dialect is one of the most widely recognized throughout the United States. While the city itself has changed significantly since the arrival of Europeans in the Hub in the early seventeenth century, the Boston dialect has remained a hallmark of the area, with its dropped r's ("Pahk the cah"), lowered and broadened vowels ("I'm going to the bahthroom"), and distinctive vocabulary ("That's wicked pissa!" [very good]). Visitors to the city can hardly escape its distinctive character, and lifetime residents have come to acknowledge it as part of what makes Boston unique. So grab a tonic, come on into the pahlar, and pull up a chay-ah. Next stop, Pahk Street!

Boston, Past and Present

The dialect history of Boston begins with a rock — more specifically, Plymouth Rock, the landing site of the ship Mayflower, which came ashore in Plymouth, MA in 1620. The 102 English Separatists who arrived on the ship helped establish the Massachusetts Bay Colony under Governor John Winthrop in the early 1630s. The first

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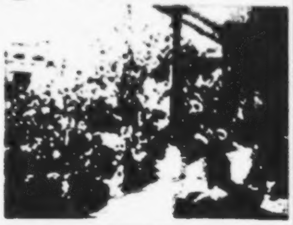

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group of settlers in Boston proper were about 150 English Puritans who had fled from their native Lincolnshire to escape religious persecution. Boston quickly established itself as one of the major cultural, educational, and commercial centers of the original thirteen colonies; its fine harbor allowed for the development of shipping and maritime industry, and also set the stage for such historical events as the Boston Tea Party. Additionally, the Hub was home to such integral patriotic figures as Benjamin Franklin, Paul Revere, and John Hancock. The founding of Harvard College in 1636, sixteen years after the original landing of the Mayflower at Plymouth, established a rich educational tradition that is to this day one of the landmarks of the Boston area. With over 70 colleges and universities in the vicinity, it is the most densely populated region of higher learning in the United States, attracting many residents from other regions. But few mistake the voice of a native Beantowner.

While the Massachusetts Bay Colony's original population was almost exclusively Puritan, this did not last. By the second half of the nineteenth century, Boston was in the midst of an immigration explosion. Many of the Irish immigrants uprooted by the potato famine landed in Boston, and by 1920 the Irish were joined by large groups from Italy, Russia, and Poland, as well as several thousand Lithuanians, Greeks, Armenians, and Syrians. In total, foreign-born immigrants constituted one-third of Boston's population in 1920. Within a generation, immigrants and their children made up three-quarters of the city's population. Restrictions on immigration policy after World War I caused the immigrant population of Boston to remain somewhat static over the next half-century or so, and by 1970 only one out of eight Bostonians was a foreign-born immigrant.

Contemporary Boston is a highly ethnic city, from its Chinatown area to the distinctly Italian North End. Boston's ethnic history gives the city its working-class flavor, but also sustains the divide between the immigrant-descended working class and the descendents of the original Puritan settlers, a divide that is manifested linguistically even in the present day. There is also dialect variation among different ethnic groups, so that, strictly speaking, there is not a single "Boston accent." While some dialect traits are shared by many Bostonians, there are other features that occur more frequently in different parts of the city or among different ethnic groups. The perceptive listener can, in fact, learn a lot about a speaker of Boston English by paying attention to some of the finer details of speech.

In one study of subdialectal variations in Boston, the author (Laferriere 1979) draws some interesting conclusions about the connections between ethnicity and linguistic behavior. The segment — or — in the word short, for example, may be produced a variety of ways. Some speakers pronounce the r fully though many do not; speakers may also glide the vowel to pronounce it closer to the o found in boat, resulting in something like "show-uht". Still others pronounce the vowel lower and unglided so it's pronounced like shot. Furthermore, there are differences based on ethnic group membership. Jewish groups tend to shy away from complete r-dropping, identifying it as socially stigmatized. The Italians, however, predominantly drop the r, while the Irish fall somewhere along the middle of the continuum, dropping more r's than the Jewish groups but fewer than the Italians. The fact that groups who retain their r's still identify r-dropping as a feature of Boston Irish speech shows how speakers are inclined to attribute marked linguistic features to the dominant sociopolitical group of the area. This feature is also associated with an East Boston accent, which is an area dominated by Italians, showing a strong connection between ethnicity and regional location in the city.

Boston continues to be a popular destination for transplants from around the country and around the world. Year after year, students flock to the Hub to attend the many colleges and universities in and around the city, which has given rise to a new group of young and middle-aged professionals who have settled in Boston but maintained their own linguistic backgrounds. From 1998-1999, over 75,000 people converted to Massachusetts driver's licenses from out of state, almost double that of a few years earlier. Because of these new arrivals, some observers have speculated that the Boston dialect is dwindling in scope and intensity; however, a walk down the streets of Southie (South Boston) will reveal that this is hardly the case — the Boston accent is alive and well.

Major Features of the Dialect

The icon of the Boston accent is its r-dropping after a vowel sound, so that Spider Man's alter ego is "Petah Pahkah. However, some of these r's are not lost forever; they reappear across word boundaries when the following word begins with a vowel. The stereotypical Bostonian phrase, "Pahk the cah in Hahvahd Yahd" is thus not quite right; though the r would be dropped if cah were said in isolation, when following a vowel it is inserted. In fact, it is sometimes inserted where it wouldn't occur in other dialects, so that, "I know, the idear of it!" is an appropriate response to "The Red Sox ah lookin' good, they'ah goin' all the way this yeah!"

In addition to r-lessness, another particularly salient feature of the Boston dialect is the vowel shift that occurs in the speech of the Brahmins, a slowly disappearing group of upper-class Bostonians, and even among some non-Brahmins. The broad a sound, as in can't and bath, is produced somewhat lower and further back in this dialect than in Standard American English, so that they approach the a sound in father.

The Boston dialect also follows some of the features associated with Eastern New England speech on a broader scale, including the merger of the vowels in words like cot and caught. Throughout Eastern New England, these words are pronounced identically, and some New Englanders even have trouble fathoming how these vowels could ever be pronounced differently. In this respect, Bostonians align with the majority of Western dialects in the United States that merge these vowel sounds, but for the Eastern coast, this is quite distinct.

Vocabulary

Perhaps the best resource currently available on the Boston lexicon is Adam Gaffin's *Wicked Good Guide to Boston English*, available online at http://www.boston-online.com. Boston mainstays include frappe 'milkshake', spuckie 'submarine sandwich', tonic 'pop' or 'soda', and bubbler 'water fountain'. A day in the life of a Bostonian might center around a shopping trip to the Bahgie, or The Bargain Center in Quincy, which is now sadly defunct; in the past, a commonly hurled insult among Boston children was, "Ya motha shops at the Bahgie!" On the way there, a driver in Boston might remark that the traffic is wicked (a general intensifier; stronger than very) by The Common (the green in the center of town), backed up near the rotary (a traffic circle), and that he should have taken the parkway (a divided highway). After a hard day of shopping, it would be time to go home for suppa (the third meal of the day), which, in most large Irish Catholic Boston families, would involve some kind of p'daydas (a staple of the Irish diet, served mashed or baked). Or, it might be American chop suey, a dish consisting of macaroni, hamburg (ground beef), tomato, onion, and green papers. Other distinct Boston word uses include the "negative positive" So don't I, which is used by Bostonians in place of So do I. The Boston lexicon is, of course, also constantly evolving; words such as nizza (roughly "great"), which was a favorite of my mother's in West Roxbury in the 1970s, have faded somewhat from view but still pop up occasionally, while new terms are being coined and adapted for different uses all the time.

Some lexical items in Boston are crucial for getting around in the city. Visitors are often confused by the Big Dig (a notoriously slow construction project meant to improve traffic and beautify the city), and it's impossible to find Dot (Dorchester) or Rozzie (Roslindale) on a map; sometimes it is better to avoid negotiating the Big Dig traffic and just take the T (Boston's subway train) — remembah, inbound trains head towahd the city cenna, outbounds head away from it, wheah you'll find moah people who pronounce theiah ah's. Some days, you may get to ride on a bluebird, an old style Red Line train.

For the citizens of Boston, their language is a marker — a symbol of solidarity recognized throughout the country. Popular Boston disc jockey Eddie Andelman says of the dialect, "It signifies where you're from. It means you're an individualist, you're street smart, you save money, you read literature, and you're a passionate sports fan" (quoted in Bombardieri 1999). And while not all Bostonians are well versed in Shakespeare or live and die over the Red Sox, Andelman's statement captures the cultural essence of the Boston dialect. Many Bostonians are proud of the way they speak, and this linguistic pride has allowed the Boston dialect to remain strong despite the challenge of a changing city. The Boston dialect remains a badge of "honah" for many who speak it.

Further Reading

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Jim Fitzpatrick, *a graduate student in sociolinguistics at North Carolina State University, grew up in the friendly environs of Boston where he took the native dialect and culture of the area for granted.*

Boston-To-English Phrasebook

The Bs: The local NHL team. Also known as Da Broons.

Brahmin: A member of the WASP overclass that once ruled the state. Typically found on Beacon Hill. Cleveland Amory's The Proper Bostonians remains the definitive study of this group.

The Cape: Massachusetts has two capes - Ann and Cod - but only the latter is The Cape.

Curse of the Bambino: A Red Sox fan's nightmare. During the eight years Babe Ruth played for the Red Sox, the team won four World Series. The last of these wins came in 1918, when then-owner Henry Frazee sold the Sultan of Swat to the New York Yankees to finance a production of No No Nanette. The Red Sox have not won a Series since, and many fans blame this sale for the 85-year drought. The phrase regained the national spotlight during the team's 2003 playoff run, which culminated in the Red Sox blowing a 5-2 lead against the hated Yankees when a win would have sent them back to the Series.

Dunkie's: Dunkin' Donuts, so prevalent in Massachusetts that the author of this article grew up in a town with more Dunkin' Donuts stores than traffic lights.

Frappe: A milkshake or malted elsewhere, it's basically ice cream, milk and chocolate syrup blended together. The 'e' is silent. Despite the chocolate syrup, it actually comes in many flavors.

Green Monster: This monster would never fit under the bed or in the closet. Standing 310 feet down the left-field line at Fenway Park, it towers 37 feet above the ground, and is a favorite target for hitters. This baseball season marked the first year of the Monster Seats, the hottest buy in Boston sports tickets, with their bird's eye view from on top of the wall.

Hoodsie: A small cup of ice cream, the kind that comes with a flat wooden spoon (from H.P. Hood, the dairy that sells them). On finishing them you'd suck and then fold the wooden spoon, risking splinnahs from the folded wood.

Jimmies: Those little chocolate thingees you ask the guy at the ice-cream store to put on top of your cone.

Na-ah: No way!

No SUH! ("No sir!"): "Really?!?" or "What did you say?!?" Often answered with "Ya huh!"

Packie: Wheah you buy beah.

The Pike: The Massachusetts Turnpike. Also, the world's longest parking lot, at least out by Sturbridge on the day before Thanksgiving.

Pissa: Cool. Often paired with wicked. "Jimmy's got a pissa new cah, a '83 Monee Cahlo with a 350, headiz, anna new leathinteriah."

Rawrout: Meteorological condition characterized by low temperatures and a biting wind: "Boy, it's wicked rawrout theah!"

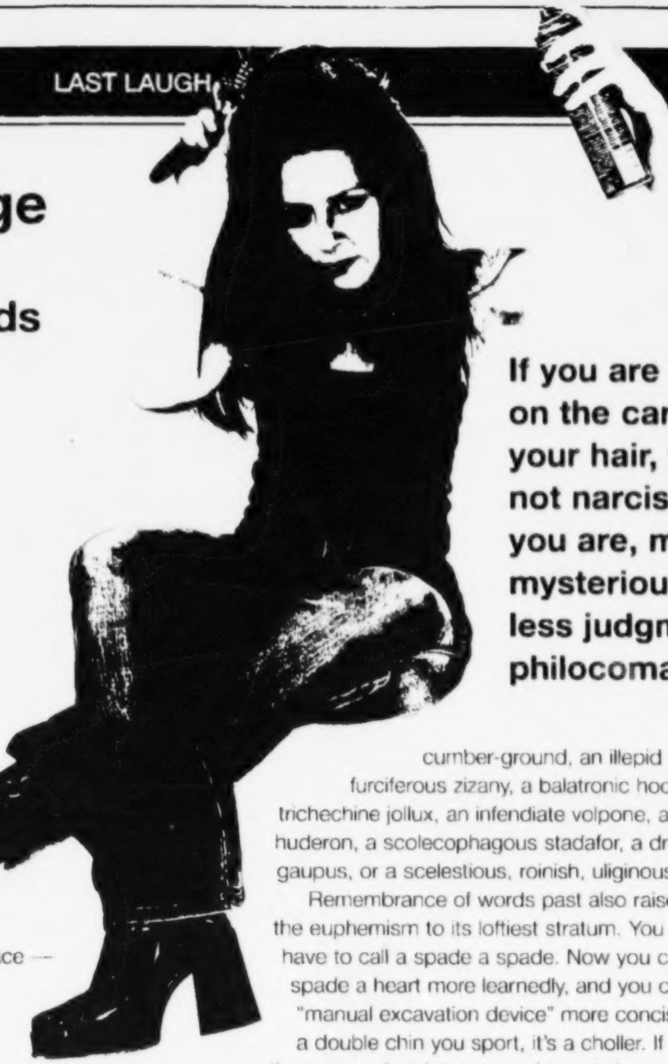
Uey: A U-turn the Official Turn of Boston drivers. The proper expression for "make a U-turn" is "bang a uey".

Wicked: A general intensifier: "He's wicked nuts!"

Looking at Language

Weird and Wonderful Words

Richard Lederer



If you are fixated on the care of your hair, you are not narcissistic; you are, more mysteriously and less judgmentally, philocomal.

When I was a boy, I played with those small winged thingumabobs that grow on — and contain the seeds of — maple trees. I glued them to my nose and watched them spin like pinwheels when I tossed them into the wind. Only as a grownup did I discover that these organic whatchamacallits do have a name — schizocarps. So does the uglifying fleshy growth on a turkey's face — a snood — and the heavy flaps on the sides of the mouths of some dogs - flews. So do all sorts of human body parts that you never thought had names — canthus, cerumen, frenulum, opisthenar, philtrum, thenar, tragus, uvula and vomer.

Learning obscure, even endangered words such as these will help you fill in the semantic holes of all those doohickeys and whatchamacallits that you didn't think had names. Studying the oddments of our language brushes bursting color onto the patches of blank in your picture of the world.

You probably don't know that a single word can describe the rosy light of dawn, the cooing of doves, the art of writing in the dark or (in the manner of Georges Simenon and Isaac Asimov) the act of continuous writing, but those words — rosicler, roucoulement, scoteography and scriptitation. These words have found a new home in Erin McKean's just-published *More Weird and Wonderful Words*, from which I am drawing the bizarre words for this column.

Are you, like me, a water drinker and booze-shunner? Then you are, in a word, an aquabib. Do you, like Shaquille O'Neal and me, have large feet? You are in another word, scipodous. Perhaps Macbeth and his hen-pecking, buzzard-battering lady would have lived and ended their lives less bloodily if they had known that they were both dretched. You'd be dretched too if you suffered from a star-crossed combination of sanguinolency and illutibility.

Here, too, reposes a superb opportunity to insult your enemies with impunity. By creatively combining selected entries of disparagement, you can brand your nemesis a badot battologist, a foisonless cumber-ground, an illepid windlestraw, a furciferous zizany, a balatronic hoddypeak, a trichechine jollux, an infendiate volpone, a testudineous huderon, a scolecophagous stadafor, a drumbling gillygaupus, or a scelestious, roinish, uliginous drazel.

Remembrance of words past also raises the art of the euphemism to its loftiest stratum. You don't always have to call a spade a spade. Now you can call a spade a heart more learnedly, and you can call it a "manual excavation device" more concisely. That's not a double chin you sport, it's a choller. If you are fixated on the care and maintenance of your hair, you are not narcissistic; you are, more mysteriously and less judgmentally, philocomal. If you have a friend who used to share your interests but — weep weep, sob sob — no longer does, he or she evidences ageustia, the loss of the sense of taste. If your relatives are bugging you about your state of singlehood, explain that you are happy to be agamous, and they may come to share your joy.

Then there is the crackling logophony of many outré words, words that tingle around the tongue, ricochet off the teeth and palate and shoot from the mouth like a watermelon seed: Bogglish. Camstairy. Flambuginous. Impluvious. Infrendiate. Jirble. Kakistocracy. Rixation. Sardoodledom. Whistness. Winx. Zizany.

Trust me. It's not inaniloquent morology and balbutiating galimatias driveling from my fingertips massaging the keyboard when I tell you that there are more words than are dreamt of in our philosophies. Spotted owls, snail darters, and whales are not the only treasures on our endangered list these days. Scores of our most colorful and precise words are on the verge of extinction after generations of service. These specimens of logodiversity remind us of the unbounded generativity of our glorious, uproarious, outrageous, courageous, tremendous, stupendous, end-over-endous English language. { }

Richard Lederer *is "America's Super-duper Blooper Snooper" and can be found at http://www.verbivore.com*

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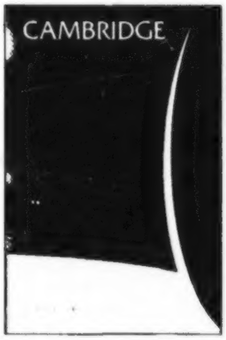

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